CF-RAI-USAA-PD-GEN-2007-000416

Expanded Number **CF-RAI-USAA-PD-GEN-2007-000416**

External ID

Title

PSC. Mozambique. An Assessment Report of the Social Communication Project of the Republic of Mozambique, by Jose Manduley, PSC Officer, UNICEF, New York. 1-12 October 1981

Date Created / From Date	*Date Registered*	*Date Closed / To Date*
10/1/1981	**6/20/2007 at 11:14 AM**	

Primary Contact

Home Location **CF-RAF-USAA-DB01-2007-10731 (In Container)**

FI2: Status Certain? **No**

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

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

Current Location/Assignee **Upasana Young since 11/15/2007 at 11:18 PM**

Date Published

FI3: Record Copy? **No**

Record Type **A01 PD-GEN ITEM**

Contained Records

Container **CF/RA/BX/PD/CM/1985/T014: Programme Support Communications**

Fd3: Doc Type - Format	*Da1:Date First Published*	*Priority*
6/22/2007 at 11:05 AM		

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

Notes

51pp
The Govt. of Mozambique requested a continuation of the project evaluation that had started in 1980.
Among the annexes to the report is a sample script of a Radio Development Forum Broadcast from Nigeria.

Print Name of Person Submit Image	*Signature of Person Submit*	*Number of images without cover*
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AN ASSESSMENT REPORT

OF THE

SOCIAL COMMUNICATIONS PROJECT

OF THE REPUBLIC OF MOZAMBIQUE

(1-12 October 1981)

by

Jose Carlos Manduley, Project Support Communications Officer,
UNICEF Headquarters, New York

and

Boubacar Sock, Regional Project Support Communications Officer,
East Africa Regional Office, Nairobi

CONTENTS

7. Experimental linguistic survey on lexical modernisation or national languages
8. Need for setting priorities for materials production
9. In-depth evaluation of the Project
10. Establishment of a Social Communications Training Programme

V.   <u>ANNEXES</u>

I.   PURPOSE OF MISSION

A. Objectives

        The Government of Mozambique, through its Ministry of Information,
    requested the UNICEF Office in Maputo to undertake a continuation of
    the evaluation of the social communications project which originally
    took place in October 1980. To this end, the PSC Service at UNICEF
    Headquarters, New York received a request from the Maputo office to be
    represented at this review/evaluation meeting of the aforementioned
    project. The review took place from the 1st to the 12th of October
    1981. However, the consultants arrived a few days earlier in Maputo
    to discuss with the staff and to study project documents and materials
    pertaining to the project in advance of the previewed meetings and
    discussions.

B. Agenda and Work Programme for Mission, 1-12 October 1981

        The agenda for the work programme of the evaluation had been pre-
    pared by the Office of the Social Communications Project prior to the
    arrival of the two consultants, (see ANNEX I). The first day involved
    meetings and discussions with the National Director of Information and
    with the project director and his staff members. The latter gave a
    detailed briefing about the latest developments of the project. This
    was extremely useful as it gave the consultants a clearer insight of the
    project and helped clarify certain points which had not been answered in
    the project documents. The project director pointed out the fact that
    these initial discussions were not aimed at answering all the issues and
    problems. They supported the view that the consultants would get a better
    idea of the project activities at work by undertaking the pre-arranged
    field vists to the Provinces of Cabo Delgado and then to Gaza.

        The consultants spent three days in Cabo Delgado (2-4 October 1981).
    They lived in the M'Tamba Communal Village for that period in which they
    actually became participant-observers of the project activities. There-
    after, meetings were held with the community leaders, with the local pro-
    ject staff and especially with the people themselves. There was also an
    opportunity to meet and discuss the work being undertaken with the project
    trainees of several communal villages. The consultants were very impressed
    with the enthusiasm portrayed by the community leaders, trainees and the
    people with the respect to the project. Most people's reactions were
    positive about what the project was trying to achieve.

        Some people expected even much more from the project and some com-
    plained that the project's film projections had stopped for about seven
    months due to the shortage of gasoline in order to run the power generator.
    This problem is a widespread one not only in Mozambique but in other
    Third World countries. This matter was raised later at a project/UNICEF
    staff meeting in Maputo and there were assurances given to UNICEF that the
    Ministry of Information had been given a special petroleum allocation as
    the Government gave the project high priority in its long list of develop-
    ment activities. This of course is no indication that this problem will
    not re-occur in the future but it is recommended that the UNICEF Maputo
    Office monitor the situation as closely as possible.

II. <u>CURRENT STATUS OF THE PROJECT: PERSONNEL AND EQUIPMENT</u>

The project continues to function through two types of structure:

A. <u>The National Centre for Production and Training</u>, which is in Maputo and is run by two expatriates and a team of 27 nationals composed of media education experts, maintenance technicians, projectionists, photographers and junior staff. The task of the centre's management is, broadly, to promote, in collaboration with other socio-economic sectors, staff training programmes at all levels and programmes of socio-cultural animation in the communal villages, formulating new working methods based on the appropriate utilisation of social communication resources. Furthermore, they are to co-ordinate the various activities undertaken to implement these programmes, and inspire initiatives that will vitalise the working methods of the project.

Due to the extension of the centre's activities and the increase in personnel envisaged for 1982, it is planned to provide it with more functional premises.

For further details relating to the centre, kindly refer to the March 1980 report of the project director, Mr. Juarez.

B. <u>Village Social Communication Units, known as the "Loudspeaker" System</u>. The technical composition of these units is indicated in Mattelard's and Sock's evaluation of 1980; at the moment there are 23 units, located in the provinces of Niassa (3), Cabo Delgado (9), Caza (6), Maputo (4) and Nampula (1). The latter unit is closed while further social animation of the population is carried out.

It is planned to open some twenty centres in 1982. The choice of implementation of these twenty centres in the communal villages will be made by the provincial commissions in accordance with technical, strategic and socio-cultural criteria to be decided upon.

C. <u>Project Staff Training</u>. The experience of past years, both at the production centre and in the village communication centres, has made it possible to collect a satisfactory amount of information about the weaknesses and limitations of the methods used and of the system as a whole. This information has enabled the leaders of the project to perfect training methods at every level. In fact, the centre provides two types of training for its staff:

-the training of staff at the Maputo Centre, and
-the training of village-level <u>animateurs</u>.

The training for the production centre staff is carried out in collaboration with the <u>Commission for Educational Support</u> in respect to general education and teaching techniques, the <u>Mozambique Centre for Documentation and Information</u>, in respect to photography and photographic development and reproduction techniques, and the <u>National Film Institute</u>, in respect to other audio-visual techniques relevant to the current project. It should be noted that the national staff at present employed on

the project did not receive very extensive basic professional training initially. For this reason, they receive throughout the year a general study course and a course to increase their knowledge of Portuguese. The inclusion of an English-language course is also envisaged for the programme in order to enable staff to benefit from various contacts and training sessions organized by the United Nations, or by other African or international organizations in general. For further details of the training programme, kindly refer to the project director's report of March 1980. There is a need to provide on-going training to the staff in Maputo in order to sensitize and make them more aware of the role and value of social communications in the development of community education programmes in the rural areas. Also, the training curriculum should provide technical know-how of equipment and supplies and of communication methods and techniques which can be of benefit to the effective performance of the social communications project. The training curriculum will be designed and tailored specifically for the Maputo staff and as a result several two to three-day brainstorming and working sessions could be envisaged. Overall, it is felt that the content should also be aimed at the learning of practical skills on how to organise, develop and produce educational communications messages to and from the communal villages efficiently and by promoting the active participation of the communities as a whole. See ANNEX II for selection of appropriate course content. This selection is expected to be undertaken by the project executive staff jointly with the UNICEF office in Maputo.

The Training of Village-level Animateurs. The training of village-level animateurs is carried out by national staff members trained in Maputo. This training focuses in particular on the handling of technical equipment (projectors, amplifiers, turntables, tape recorders, slide projectors) and on the formulation of educational messages.

Practical knowledge gained from experiences within the project has made it possible to develop a teaching approach that is simple and adapted to the level of comprehension of the village animateurs. This approach stresses the need to demystify technical gadgets, which for country people are white man's magic. For example, some villagers chant premonitory incantations before seeing a film to protect themselves from the white spirits which operate the cinema. Others tend to flee the moment they see an armed man "zooming" at them from the screen. The people's attitude can also be explained by the fact that the rural population, particularly in the north, had no exposure to the cinema during the colonial period. Even in the south, where film shows were organized from time to time, cinema consisted of colonial propaganda and cultural conditioning. It should be noted that in some villages even electricity provided by a generator was a new, almost magical phenomenon.

The training programme for animateurs touches on all these aspects as they relate to media education in rural areas. Regarding the use of cinema, animateurs should be able to guide an audience's understanding by sometimes using only those parts of a film which are relevant to the message being communicated. This brings us to the great problem of the use of cinema in educational programmes, and the need to produce films locally, in the places where it is planned to show them. It is suggested

that the _animateurs_ should learn skills in how to lead discussions
after a group has finalized a programme, and also how to deal with
problem-solving and helping the group to reach a consensus and of
course how to follow up what has been decided by the group.

III.   A. FINDINGS

1. Willingness of Mozambique Concerning Social Communications Project
   Through National Policies on Communal Villages as a Developmental
   Structure

       The experimental social communications project in the communal
villages fits within a broader framework of popular mobilisation to
achieve the participation of a fully aware population in its own devel-
opment. The communal villages are in the first place considered as
regroupings of the rural population which gain their impetus through
networks of solidarity and interrelation between the different elements
of this rural population. It is in the process of social organisation
and sociocultural _animation_ that this new communication approach is in-
volved, an approach that seeks to make objective information the deter-
mining factor in development within each of the organised village com-
munities. It is therefore a question of collecting, for programming
purposes, information on the concrete problems and priority needs of the
community and having them expressed by those involved in order to stim-
ulate discussion and a collective solution to the problems. This involves
the implementation of an applied research programme, to gain a clearer
picture of the sociological reality of the milieux under study, methods
of approach, an adapted language, and a system of co-operation and dia-
logue based on the appropriate utilisation of social communication resources.

       In Mozambique the social communications project, the "People's Jour-
nal" and the orientation given to other mass media provide eloquent exam-
ples of the desire of the public authorities to develop a system of de-
centralisation and democratisation of all means of expression and communi-
cation. In the villages it is impressive to note the diversity and accu-
racy of the slogans used in the meetings. One can quote among others:
"information and communication in the service of the people"; "education
in the service of the people"; "long live the social communications pro-
ject."

       These are by no means empty slogans. They are catch words which cap-
ture and consolidate the message put across in the education and social
animation programmes, formulated and implemented by the authorities. We
should point out that the increases in contributions to the project's
budget by the Ministry of Information, the National Commission for Com-
munal villages and provinces will reduce the percentage contribution of
UNICEF to 25% from 1982. This illustrates the willingness of the Govern-
ment to make all necessary provisions to take over full responsibility
for funding the project's activities when UNICEF's involvement ends. The
Mozambican approach in social communications is considered to be quite
unique because it has been able to help the villages to develop by pro-

moting community education ⎿ and participation.
According to many of the sources met by the consultants there has
been a transformation in the village that was not seen before in-
dependence.

2. Possible Adaptation and Transferability of the Project to Other
   Countries in Africa and Other Regions of the World

      The social communications project, which which started as an
   action-oriented research activity, has in the past years developed
   a number of strategies, particularly aimed at communal villages, which
   seek to provide viable responses to the country's information and
   communication needs.

      The consultants are of the opinion that the project has an inno-
   vative activity which is trying to find the most appropriate and effec-
   tive ways of delivering development-related information to the rural
   population.

      Socio-economic conditions in Africa and other Third World areas
   share the same problems. One problem is simply making more information
   available in rural areas in light of the fact that a high percentage of
   rural populations are illiterate or with little formal education, and
   their ability to take advantage of new information may be limited.
   There is a need to estimate the potential impact the social communica-
   tions project has had for improving the lives of the rural poor in Mo-
   zambique. The principle for planning information strategies that pay
   off for the poor seems to be a careful estimate of the ratio for poten-
   tial changes in the target areas of the project.

B. Problems and Obstacles

1. Need for More Advocacy and Understanding of the Concept of Socio Commu-
   nications at All Levels of Government

      It is felt by the consultants that the discussions, meetings and
   especially the field trips to Cabo Delgado and Gaza proved extremely
   helpful in understanding how people viewed the objectvies and benefits
   of project activites.

      During the meetings with the project staff in Maputo it was men-
   tioned that from the outset there has been an advocacy on behalf of
   the project at all levels of government and at the village level.
   However, there is a need to further develop a more systematic approach
   for advocating the project as the consultants did not get the impression
   that many Government officials as well as community leaders were suf-
   ficiently aware of the objectives of the project nor that they really
   understood what is meant by social communications in the communal villages.

      Futher in-house intensive training is recommended for the project's
   national and project staff in communications and audio-visual methods and
   techniques, group dynamics and interpersonal communications.

It is felt by the consultants that this training will prove useful for staff to better advocate the project's goals and objectives especially during meetings and discussions with other Government officials from other ministries and departments.

2. Delays in Shipment of Supplies

As is well known, problems of shipment of materials for the project between certain ports of origin and Mozambique have caused delays in delivery detrimental to the development of certain activities of the project.

Some material arrives without vital accessories; this arises from lack of clear definition of the accessories required for the proper functioning of the materials. These problems of delivery delays and their effect on the development of the project have been discussed with Mozambique officials and the UNICEF office in Maputo and commitments have been made by both parties, in order that such difficulties might be avoided in the future. It is hereby recommended that the UNICEF Supply Division, NYHQ take some steps to avoid these types of situations to develop in other field offices.

3. Lack of Qaulified Personnel

One major problem in the social communications project is the lack of qualified project staff at all levels: national, provincial and local. In some cases staff have just reached a second or fourth standard of primary schooling. This situation is certainly one that needs to be given a high priority by the national project director and by the Ministry of Information. An intensive training programme for staff must be developed in all areas related to social communications: communication methods, audio-visual aids and material, media utilization, maintenance of technical equipment and accessories and other areas. In the Maputo Centre, it was felt by the consultants that there were some basic problems with the production staff. For instance, more emphasis could be given the project administrators for the staff to acquire better skills in graphics layout, photography, preparation of line drawings and posters, and knowledge of production techniques and experience in the use of basic printing equipment. In addition, the staff appeared to lack sensitivity to the problems faced by rural adults and their needs, more awareness of extension methods which promote or inhibit development change, and an awareness of how concepts and information can best be communicated through audio, visual and print materials. More information about this training is covered under "hiring of consultants" in the recommendations section.

4. Improvement and Strengthening of Staff Training Methods

As indicated in the chapter on training, the project has developed training methods based on studies and case studies of the difficulties encountered and of the socio-cultural condition of the communal villages. This practical training programme has increased appreciably the qualifications of the various members of the staff of the project. To complete

and reinforce this training the _animaterus_ receive a handbook which
provides a reminder and serves as reference material should diffi-
culties arise. There are plans incidentally to produce another hand-
book, in which all the technical characteristics of the equipment used
in the project will be described. The publication of this handbook
has been hampered by very long delays in the delivery of new materials
ordered by UNICEF.

To sum up, the project seeks to provide its staff with practical
training which incorporates case studies illustrating difficulties and
obstacles which may impede the smooth functioning of the system and the
methods currently in use, both at the technical level and in the social
process of formulation, transmission and reception of messages.

5. Development of a Maintenance and Repair System of Existing Equipment

During the meetings with project staff, the consultants were in-
formed about certain problems that had been encountered with existing
equipment. Technical problems: 1) power generator, 2) amplifiers, 3)
driver units for the horns.

1) Power generator. In the experimental phase they were using a Briggs
and Stratton 2KA power generator. Apparently they had quite a lot of
problems with this generator. The generator might be good enough for
lighting systems and that type, but it does not work well for amplifiers
and radio equipment. The problem may be that the tension is not stable;
it jumps between 180 and 250 volts and it is very difficult to regulate.
At the same time it is not frequency-stable, which means you have to use
tape recorders and turntables with DC motors. It does not have a volt-
meter; that means that you can't see if the tension is all right or not.
The consultants feel the whole construction to be weak. They got a new
generator. People   from the centre in Maputo were working with it.
They were shifting oil as described in the instruction manual but after
two and a half months the generator started malfunctioning. The exhaust
pipe nearly fell off and it was impossible to tighten it.

2) Amplifier. They had been using a 120-watt RCF 5120 amplifier. This
is an Italian amplifier, and it was specified for European conditions.
That means that the heatsink plate for the output transistor was not big
enough especially when you are working in areas with a temperature outside
of 50 degrees celcius. It has an open preset trimmer for the current for
the output transistor, which is very unreliable especially when you are
working in dusty areas. The amplifier does not have a VU-meter for the
output stage, a peak indicator, or anything, which means you cannot see
the power stage. That is a problem when you are working in villages lo-
cated far away from the studio and the loudspeaker tower, and the people
have a tendency to turn up the amplifier too much.

3) Driver units. They are using RCF 3045/TS, which are 30-watt units.
These units are very "shock sensitive" and at lower frequencies, the
bobbins have a tendency to fix.

There is a need to develop a better maintenance and repair system of technical equipment and accessories. Much more importance should be given to gradually clean the generator and maintain it, especially preventing it from becoming dusty as this may affect its proper working conditions. Project staff at the provincial level must be given more responsibility for maintenance and repair. Perhaps a more effective monitoring system could be developed in order to assure that the equipment is kept in excellent operating order at all times. The consultants are of the opinion that keeping the equipment in good order is vital to the success of the project. Whenever a breakdown of equipment occurs, especially for long periods of time, the people themselves may tend to lose their credibility in the project and its benefits for the community.

IV.   THE RADIO RURAL FORUM AS A STRATEGY FOR MOZAMBIQUE

A. Introduction

The rationale behind the radio forum strategy is an attempt to correlate how the application of a medium of communication-- radio-- adapted to education and information, in conjunction with an interpersonal channel, group discussion can help effect community development and participation. The radio rural forum implies a type of combination strategy consisting of the direct linking of radio with group discussion with the intent to encourage rural inhabitants to modify their behaviour toward modernization. The radio rural forum consists of groups of adult villagers who meet on a regular basis in order for them to <u>listen</u> to education radio broadcasts designed especially for their needs and interests, and to <u>discuss</u>, thereafter, the topic on which they will base their <u>decision or action</u>.

Developing countries are confronted by numerous educational problems some of which, according to research, the radio forum may help solve. The radio rural forum as a strategy, attempts to change the behaviour of villagers in order to modernize and improve their living standard.

B. Role of Group Discussion in Community Participation

Changing an established and ancient custom is difficult largely due to the fact that all parts of a culture are "tied together." If one changes an aspect of a culture, this will necessitate changes in other parts as well. For example, if one were to improve the health of a people by killing disease-carrying flies, one would have to change a portion of their religion, as some religions prohibit killing any living thing. Another example is that of farming. Changing an age-old custom or belief implies changing a cherished way of life for those who practice it. It is very difficult, then, to attempt a change without first taking into consideration the whole culture. A change or new idea must be instigated in such a way that the entire culture of the individual works toward helping the change, rather than against it. Since it is usually difficult for a person to oppose the ideas of the group in which he lives or works,

changes must be made in a way that everyone will approve of as a group. This can happen when the group, tribe, or clan is given some information regarding its problem, discusses it, and decides as a group how to solve it. Therefore, direct social control over attitudes is exerted mostly by group relationships.

When groups of individuals meet on an interpersonal relationship basis in order to discuss an issue and participate in decision-making, this activity is known as group discussion or group dynamics. An individual will be more likely to respond to an influence-attempt if he recognizes that others support him in a proposed change.

Group decisions depend partly on how the group views the situation, and it therefore can be influenced by a change in this perception. The decision-making process usually entails four stages: awareness of a problem, arousal of interest in an innovation, the decision to accept it and the actual usage or practice of it. For arousing interest in innovation and for teaching the related skills, face-to-face communication is without a doubt the most important instrument in developing societies. Moreover, if face-to-face communication is carried out in small groups with discussion and group decision, change is more likely to occur. In addition, when a group decision has been taken it is more likely to be carried out than if it does not originate in a group. The act of discussion is important, but the vital key is participation in decision-making and action. Thus, interpersonal relations and mass media interact in various ways, and can either modify or reinforce each other. Interpersonal communications alone, however, are ineffective to cause widespread changes in developing countries. One reason is that mass media communication channels are more important in increasing knowledge of ideas while interpersonal communication channels are more important in causing attitude change. When mass media are used to change strongly held attitudes and valued practices they can do so only indirectly.

Some of the indirect ways in which media can enter the decision process are as follows: media can broadcast information and suggestions to groups who will then discuss them and decide for themselves what to do. Media can reach the opinion leaders or authorities, and "feed" them with ideas that bring changes. The mass media can also affect cultural habits and ideas that are not an important or strong part of the culture, or on new questions on which attitudes have not yet been strongly formed. For example, if a mass medium can convince a farmer that a new method for planting a crop is but a minimal change from the old way, he will be able to accept the change more readily. Mass media can also reinforce and supplement what has already been accepted. Hence, if a group has decided that it is a good idea to build latrines, or smokeless stoves, then it is much easier to persuade them to attend a class that will teach them or listen to a broadcast that will help them learn. To summarize, mass media can be of substantial use in the decision-making that must be concomitant with economic and social development.

C. Radio Usage in Rural Development

Radio can be an important tool in rural development programmes.
It is not difficult to see why radio should be particularly useful
in rural development programmes. It covers great distances and leaps
all kinds of natural barriers. It is swift in reaching a listener.
It is the cheapest of the major media in production, and reception can
also be inexpensive. Now that transistor receivers are widely available,
radio communication can be received even where there is no electricity.
It is equally effective with literates and illiterates. And it lends
itself to a great variety of content and forms. Because Mozambique and
other developing countries are largely based on rural and agricultural
economies, decision-makers must be aware of the potential of radio in
order to communicate and educate the expanding rural population. In
October 1970, at a training workshop in rural broadcasting held in Ghana,
the Food and Agriculture Organization of the United Nations (FAO) re-
commended that educational rural broadcasting be recognized as "a most
important, if not the most effective, tool for rural development and
the improvement of the standard of living of the rural communities in
developing countries."

While radio has a great potential, as any tool, it will be much more
effective if the user understands how it can best be utilized. One exam-
ple, is to transform the one-way characteristic of radio into a two-way
communication.

As has been mentioned earlier, media (and in particular radio) can
be effective for conveying information and increasing knowledge. Inter-
personal (or face-to-face) communication is especially advantageous where
influence is to be exerted. What one lacks the other provides. The bene-
fits of each can compensate for the handicaps of the other, if they are
merged, and thus the potential of both is greatly enhanced. When such a
process takes place, it is known as two-way communication. It involves
giving as well as receiving information and direction. While this fact
has been recognized in defining the role of the community development
projects as agents of communication and change, in actual practice the
projects have tended to assume the role of the giver and the village peo-
ple have mostly been at the receiving end. Two-way communication can
promote social change far more effectively than can one-way communication.
Nevertheless, it is not necessarily efficient to use two-way communication
for every task. News, for example, can be transmitted quite efficiently
by itself (one-way). The distribution of pamphlets and other printed
materials to literate individuals can provide information on topics where
a need is recognized (one-way). Most mass communication is one-way, but
the important factor to bear in mind is that the strategic skills in
using it consist of knowing when and how to combine it or supplement it.
Schramm is of the opinion that: "a developing country should give special
attention to combining mass media with interpersonal communication." In
addition he states that "whenever it is desired to bring about a change
in attitudes or behaviour, two-way communication, other things being
equal, will be more effective than one-way." When a mass medium such as
radio, for example, is combined with the interpersonal communication of

<u>group discussion</u>, the result is <u>group listening</u>.

D. <u>The Group Listening Concept</u>

Group listening takes place when a group of adults meet regularly in order to discuss radio broadcasts. Group listening projects have been in existence over the past fifty years in over thirty countries. Such projects have been given a variety of names-- broadcast-based discussion groups, wireless listening groups, radio study groups, wireless listening groups, radio study groups, and radio forum groups.

Despite the different names, the concepts behind group listening remain basically the same: a radio broadcast followed by a group discussion.

Educational researchers credit the listening group approach with the ability to spread the learning of factual material efficiently on a mass basis, to promote the development of desired attitudes, to increase interest in various subject matter areas, and to affect motivation toward group and individual action. Most mass communication researchers agree that there is potentially great educational and persuasive power in the combination of broadcast followed by small group discussion.

In most cases, broadcasts do not attempt to compel the groups to specific action. This would only create resistance among the members and defeat the purpose of group discussion. By and large, the post-broadcast discussion follow four pattern types. The first attempts to arouse the members to think and scrutinize a topic without reaching a conclusion or a solution. The second, encourages its members to reach conclusions <u>individually</u>, but not necessarily submit them to group examination. The third, aims to encourage its participants to seek a solution to an issue and decide for themselves whether or not to adopt it. The fourth and most relevant, is the discussion which moves not only toward a group decision but is structured to encourage a commitment to individual or group action upon that decision.

E. <u>The Forum Strategy</u>

What is then a radio rural forum? It is the formal organization of a group of people who meet on a regular basis at a designated listening place, at specified hours, in order to listen to a radio broadcast specifically designed and directed to their needs and interests. Following the broadcast, the members of the group discuss the programme and the process of interpersonal communication, decision-making, and feedback begin.

The institution in charge of the transmission (source) and the receiver (audience) perform certain functions in the process of communication through radio rural forums. The primary functions of the source are: to plan programmes which comprise decisions on intent, content, treatment, and scheduling; to produce programmes for which radio demands

writing and speaking; and to transmit the programmes through electronic signals to convey the message to the audience.

The functions of the audience are to audition the programme, that is, to listen to it collectively in an organized and often pre-arranged manner; discuss the messages, after the broadcast, vis-à-vis the local reality; and decide and/or act (reject or accept the message or its implication on the behaviour prescriptions contained in the programme.

The ministries of information and broadcasting, food and agriculture, community development, education, etc. often serve as authorities on subject matters to be broadcast.

The chairman of the radio rural forum is usually a village opinion leader, and is generally an elder, well-respected member of that village. The chairman presides over the discussions and leads the group to make subsequent decisions and take derived actions. His principal duties are to encourage forum members to attend the meetings regularly and punctually, start and end the discussions promptly, and encourage members to discuss freely and in a disciplined manner.

According to Rogers and Solomon, there are various ways in which planners can identify a village opinion leader to act as forum chairman:

1) Ask people whether or not they are leaders.
2) Sociometric-- ask people to tell you who their leaders are.
3) Take a sample of the village-- ask them who their leaders are.
4) Key informants-- after working in the village for a while, most people come to know who the leaders are.

In selecting the chairman, the following traits must be taken into consideration:

1) He must command respect and attention.
2) He should be able to conduct group discussions without creating dissensions, that is, he must remain unbiased and neutral.
3) He must be self-determined.
4) While it is helpful if the chairman is literate, it is not a requirement for the post.

A chairman may attempt to influence and promote the deicsion-making of the forum members, but he would rarely attempt to oblige them to adopt an innovation. Subsequently, decision-making remains largely an individual behaviour, outside the range of the radio forum event.

The convener-secretary or monitor is responsible for taking notes at the radio rural forum meeting. He is to handle all paperwork of the entire group, and is generally a young, literate, and potential leader.

The members compose the forum audience or group listening to the radio rural broadcasts. The forum is also known as a voluntary association of villagers who meet on a specific weekday and hour to collectively listen to the radio programme.

There are certain requirements to be a member of a forum. For
example, age extremes (either too young or old) should be avoided in
the selection of a member. Middle-age adults are, therefore, sought
and they should be engaged in a profession related to rural life, such
as farming. As far as possible, adults not beyond middle-age who are
engaged in farming or other rural professions should be enlisted.
This was suggested because experience has shown that people at either
extremes of age cannot see eye to eye and free exchange of opinions
is hindered.

Other membership requirements are that forum members should:

1) Attend the meetings regularly and on time.
2) Reflect the different economic levels of the village.
3) Be reasonably open-minded, enthusiastic, and tolerant. That is,
   willing to listen quietly and attentively and consider view-
   points that may be opposed to their own.
4) Not join the forum for personal prestige or political advantage.
5) Be receptive toward economic and social development.

Finally, experience in life, capacity to express their thoughts
and a desire to put their ideas in practice, are the principal qualities
to be looked for in the members.

The amount of group members varies depending on the local situation
but an average of 15 to 20 individuals has generally been the number
attending a radio rural forum gathering. Nevertheless, small group re-
search tells us that in terms of member satisfaction and maximum inter-
action, a group size of about six or seven members may be superior.

Obviously, the main purpose behind the forum is for the group to
discuss and propose community development projects. Therefore, the mem-
bers are required to expound on any doubts and questions that may arise
with respect to the broadcast topic, as well as to suggest any solution
they may deem necessary to put a decision into action. The members
should take individual speaking turns and avoid interrupting one another.
Furthermore, the members are encouraged to relate any new information
they have gathered from the radio programme and state the extent to which
their personal experience is involved. In addition, members must dis-
cuss the possibility of follow-up action projects both individual and
as a group. Lastly, lengthy discussions are not recommended, that is,
the ideal discussion-time should not exceed from 30 to 45 minutes duration.

F. Types of Radio Programme Techniques

There are many types of radio programme techniques utilized in the
production of radio forum broadcasts. According to Rogers and Solomon,
the most effective technique is a presentation comprising news, commentary
and interview all focusing on a specific topic. Other techniques, in de-
creasing order, most traditionally used by the forum production staff are:
soap opera serials or dramatic plays which can be particularly effective
if the characters portrayed are similar to members of the target audience;
musical shows with songs about innovations; a magazine format show combi-

ning music, interviews dramas and discussions all in one show; recorded discussions between farmers and experts; interviews and dialogues and lastly, lectures. Of all these techniques, soap operas seem to appeal most to peasants while lectures score low on communicability.

The type of technique used by the production staff depends on the level of sophistication of the target audience. For example, communicating an innovation such as family planning in an entertainment format (soap operas and dramatizations) may be superior to that of lectures. It is, therefore, important for those producing the programmes to base them on a thorough knowledge of the audience. Such knowledge should include language or dialects spoken in the broadcast region, traditional norms of the village, availability of transportation, postal facilities, radio reception, immediate needs and life-style of the villagers, literacy level, age, sex, rural professions and daily activities, social status, religious inclination, and media attitudes, etc. In other words, all the above factors should be taken into account, in order to avoid blindly broadcasting to an unknown audience; otherwise, attempting to implement innovations may be futile.

Therefore, it is important in the selection of production staff to find people who are not totally urban-oriented and lacking in the ability to communicate to rural audiences. Furthermore, no decisions can be made on organization or programme development until there is some knowledge about the rural audience. Thus, the provision for effective feedback is an essential key to a well-organized radio rural forum and one that can not be underestimated.

The type of feedback which exists between the members and station can take various forms. Examples are, transmitting interviews with forum members or excerpts from their letters to the station; reporting the successes of a forum; presenting forum members as programme guests; recording and presenting selected forum discussions; or conducting a live discussion with forum members from various groups, etc. Feedback can follow decision-making or result from forum actions.

G. Impact of the Forum Strategy

The planning and implementation of the radio rural forum strategy in Mozambique can be very effective to reach the communal villages and to motivate the development of their communities. The forum strategy can make significant contribution in the following ways:

1) Act as an agent to transmit knowledge.
2) Stimulate a desire among villagers to improve their living conditions through self-help action projects.
3) Give villagers new incentives through dissemination of innovations.
4) Increase co-operation and participation in rural organizations.
5) Create and/or develop leadership.
6) Stimulate social integration.
7) Foster the inquiring attitude; stimulate thought and understanding among rural listeners.
8) Arouse the villagers' attitudes toward development.

9) Give farmers and villagers a voice.
10) Help solve local community problems.

The forum can <u>influence change</u> even in cases when a decision is
taken against adopting an innovation. For example, in a village where
the people were vegetarians, a post-broadcast discussion centered on
the advantages of raising chickens as a cash crop, rather than for
consumption (broadcast topic) in order to provide funds to improve the
community and lives of the villagers. While the members did not accept
the Government's suggestion, via broadcast, the idea was planted, dis-
cussion would continue informally, and possible action could ensue, or
decision to discuss another possible innovation in farm practices. Thus,
despite the fact that a forum decision may not materialize into action
does not imply that it fails to stimulate change. The audience may be
<u>aroused</u> to scrutinize an idea and this, in itself, is a positive step
forward, because there is a chance that the suggestion may be carried
out at a later date or another more suitable alternative may be discovered.

The radio rural forum does not claim to be a panacea for all the
problems of Mozambique. If properly operated, however, it certainly can
help alleviate a great many of them. Radio alone can disseminate infor-
mation to the most remote and inaccessible areas of a country by leaping
geographical and transportation barriers. It can reach a vast audience
through a single broadcast and utilize the most qualified experts via
broadcast, to inform the masses which seems both economically beneficial
and often the only solution when such experts are scarce or unavailable.
An isolated (illiterate) village is more likely to benefit from increased
knowledge due to radio than if it were to have none at all. Radio, par-
ticularly the transistor type, can enhance the villager's awareness of
occuring events and the world around him, introduce him to new products
and innovations, and help give him a sense of identity.

The radio forums in developing countries are used primarily to intro-
duce innovations to a mass audience, rather than employ development cam-
paigns that rely entirely upon the interpersonal activities of extension/
change agents or field workers, which would be a far too time consuming
method to do the job. Thus, the radio forum is an attempt to improve the
educational communication process by merging the rapid and inexpensive
radio broadcast with the intimacy of interpersonal channels. The process
involves regular radio broadcasts with relevant content, organized listen-
ing groups to discuss the subjects, co-ordinators and promoters to con-
duct group discussions and activities, and feedback between the audience
and the broadcasting station. According to Roy the forum is more effi-
cient for transmitting knowledge and influencing attitudes and behavioural
change than radio broadcasts alone or more structured learning situations
involving reading or lectures.

One of the main difficulties with the forum strategy is adapting it
from a pilot to a national project. Pilot projects undertaken in India
and Africa can only evaluate programmes which are designed for a unique
situation, receive special attention and involve small audiences. But
as pilot projects expand on a national scale, it is more difficult to
achieve success. For this reason, it is usually preferable to launch a

project into operation gradually, in stages, in terms of territory covered, number of programmes produced, topics dealt with, number of reception centres, number of participants per group, etc. Forums should be organized on a gradual basis expanding them only when sufficient field staff was available.

H. Guidelines for Implementation of the Forum Strategy

The following guidelines might be helpful to the social communications project directors in the planning and implementation of the forum strategy.

1. Know your target audience.

In order to organize the forums and produce broadcasts relevant to the villagers' needs, audience research surveys should be conducted beforehand to assess the following:

a) size of village
b) types of rural professions practiced in village
c) social status
d) age of audience
e) sex composition
f) religious inclination
g) languages and/or dialects spoken
h) village traditions and customs
i) literacy level
j) media attitudes
k) work schedule of villagers
l) identification of village opinion leaders
m) health and recreational practices
n) local needs and problems
o) postal and transportation facilities available in or near village

2. Assess the number of radio receivers available in the village. If none are available, obviously provision must first be made to acquire and install them. Then consideration should be given to:

a) quality of radio reception in general
b) effect of climate on broadcasts
c) best possible time or hour to receive maximum clarity of radio broadcasts

3. Provision must be made to service and maintain the forums. This implies resolving problems of transportation, providing trained personnel (at all levels) to organize and operate forums, as well as trained technicians to repair and service the radios as needed.

4. Provision for complementary resource services. Nothing can be more frustrating to members than to be motivated to adopt an innovation or undertake an action project, only to find that they are unable to acquire the needed materials or products to carry it out.

5. Forum broadcasts produced should be as "local" as possible. This means

that the broadcasts should be written by someone who is not totally ur-
ban-oriented. If this is not possible, he should at least be knowledge-
able about the region being served, so he can write materials suited
to fit local needs, and interests. Thus, the three elements of radio
broadcasting: speech, sound effects and music should be "localized" so
that they are easily identifiable to the audience and facilitate mental
visualization. Another important point about "localization" of broad-
casts is that districts or regions within a province differ in their
local interests and activities.

6. <u>Experiment with a forum project at the pilot level before expanding
forums on a national scale.</u> This will enable the planners to evaluate
just how successful the forum can be in a specific area, the problems
that arise, the short-comings, etc., and can offer guidelines for future
expansion. It seems logical to first choose an area, or province where
the forum will most likely succeed. Then, if it doesn't succeed, the
chances are probable that establishing forums in less conducive areas,
would be a total waste of time and money. On the other hand, if the re-
sults of the pilot project prove to be successful, account must be given
to the particular characteristics which helped make it a success and which
might be identified as unity of provincial language or dialect, similar
needs, problems, interests, identical or related rural professions and
daily activities,

7. <u>Publicize information on forums.</u> The use of audio-visual aids such as
films, slide presentations, posters placed in central village locations,
etc., may help stiumlate villagers to take an active interest in forums.
In addition, incentives such as free seed samples, etc. might also en-
courage attendance.

    Finally, it must be reiterated that a radio rural forum cannot operate
alone. It takes great skill to successfully merge interpersonal and radio
communication. But when this skill has been properly mastered, and due
consideration has been given to the factors influential to its success,
when the forum project remains within the scope of its own potential, then
the radio rural forum can indeed be a powerful tool for community develop-
ment.

IV. <u>RECOMMENDATIONS</u>

1. <u>Need for Pre-Testing and Evaluating the Teaching Aids and Materials
Utilized in the Social Communications Project</u>

    The consultants are of the opinion that a more systematic way of
pre-testing and evaluating teaching aids and materials is vital in order
to ensure their effectiveness. There is a clear vacuum in long-term
planning when considering the usage of teaching materials and aids. More-
over, it is crucial for project staff to have clear objectives of what
the teaching materials are trying to accomplish. It is important to con-
sider the kind of information needs the project is trying to inculate in
the target audience. It should be remembered that the purpose of formula-

ting objectives is to provide clear guidance that permits an orderly presentation of the content at hand, be it primary health care, nutrition education or promoting community participation.

2. Need for More Effective Feedback

The provision for effective feedback is an essential key to a well-planned and organized social communications project and one that cannot be underestimated. Researchers attached to the project should be trained in this field and take advantage of their ability to pre-test messages, measure and describe audiences, and report on the effects of the media. Even without formal research, however, it is possible to increase the feedback by means of reports from field staffs and workers and from volunteer observers and local officials, and by encouraging comments, suggestions, and reports from members of targeted audience. The pooint is that adequate feedback will not come to the mass media until social communication planners work actively at obtaining it. And without a considerable amount of feedback, the media and any social communications project will operate blindfolded. They will not know whether they are in fact meeting the needs and priorities of the local audiences they are reaching, or whether one kind of message or treatment is more effective than another in accomplishing what they are expected to accomplish. Therefore, the problem of feedback is one of the basic problems that Mozambique must solve in order to use its media efficiently and give its people the information they need and want. Perhaps, the most important feedback is the informal information gathered by the production team in their field visits, their observations concerning actual use of broadcasts as well as their talks with local leaders. They easily can obtain information and reactions which can have practical effects in the modification of the programme content and techniques utilized.

3. Co-ordination

During the 1980 mission the major preoccupation of the consultants was the need to set up a system to co-ordinate the programmes undertaken by the different specialized sectors and the support and social communication services of the Ministry of Information. This year too, although an organizational chart has been drawn up outlining this co-ordination, at least in theory, it is to be hoped that there will be real collaboration at the level of message formulation, bearing in mind the content of the various programmes of the specialized sectors. It is evident in fact that the project itself cannot, and should not seek to respond to all the development problems raised by the people of the communal villages. However, it can, through the communication process, cause them to be discussed both by the villagers themselves, and also by the communal villages together with officials of the technical services responsible for promoting basic development. This kind of approach makes it possible to set out the conditions of participation and problems posed by the people, to assess more readily those which can be resolved by local impetus and resources, and those which merit the intervention of the public authorities.

For example, the possibility of co-operation is currently being discussed between the Mozambique Women's Organization (OMM) and the project.

It is hoped that the terms of this co-operation will be drawn up on the
basis of concrete information gathered in the field which reveals obstacles
or difficulties detrimental to the development of Mozambican women. It
has been noted that in the village of Mpemba the women do not use the
grain mill set up for their benefit. They prefer to continue grinding in
the traditional way for varied reasons. When one considers that any
lessening of the workload of women in the countryside involves to a great
extent the rational use of these mills there is no doubt that this prob-
lem should be analyzed and treated as valid subject for study by the OMM
in collaboration with the project. In this same village a health centre
has been built but not yet supplied with sufficient staff and medicines
for the people to really appreciate its usefulness. Thus again arises a
problem of co-ordination between the project, which works with health-
related subjects, and the Ministry of Health responsible for the provision
of qualified staff and medicines for the medical centres.

4. Hiring of Experts

The consultants are of the opinion that there is a crucial need to
hire several experts who would provide at least 3-4 months of services in
the fields of educational theory, communication sciences, formative and
summative evaluation, economic management and linguistics. The experts
should be able to provide technical expertise in evaluating the programmes
within their field of specialization and should, above all, make sugges-
tions in planning, producing, and evaluating new audio-visual and written
programmes as well as improving existing teaching methods and materials.
In addition, it is recommended that the experts organize intensive and
tailored on-the-spot in-country training workshops for the benefit of
project personnel, both at the national level as well as at the provincial
and local levels. The consultants believe that the training workshops to
be organized by the above-mentioned experts must be a pre-requisite before
any consideration is given for training of project staff overseas. It
is furthermore recommended that overseas training institutions, especially
in Brazil due to language problems of the peoject staff, be identified
by UNICEF New York for submission to the Mozambican Ministry of Informa-
tion and to UNICEF Maputo. Contacts have already been made by UNICEF New
York at the University of Sao Paulo and the Pontifical Catholic Univer-
sity of Rio de Janeiro for possible participation in this training pro-
gramme. Furthermore, there may be a need for discussions in Brazil for
an organized training programme for Mozambique in 1982. The Brazilian
universities proposed would most likely be able to provide the trainees
selected with the necessary skills in communications and in educational
methodology. The courses which need to be tailored to the needs and
special academic qualifications of the trainees could contain the fol-
lowing: general communication courses with an emphasis on social attitude
and behavioural change; using communciations media to induce social change;
principles and functions of audio-visual media for purposes of training
and communications. Another set of courses could aim at the planning
and management of communication programmes, organization and staffing of
communication units, budgeting and evaluation; while other courses could
be designed to cover interpersonal communication theories, social psych-
ology, child development, specialized mini-workshops on radio, photography,
VTR, TV, film and other audio-visual materials. For more detailed infor-

tion see breakdown of the UNICEF Training Syllabus for Communications for Social Development developed in co-operation with the University of Nairobi (see ANNEX II). Another option which could be considered by the social communications project directors is to arrange for several Brazilian educators to go to Maputo for 1-2 months to provide a similar communications training to the central and regional staff.

5. Low-Cost Teaching Aids and Materials

The energy crisis and its immediate impact on the economy of the developing countries is felt most acutely in countries already facing great foreign exchange problems, such as Mozambique; there the Government has set up a system for fuel supplies starting with the priority needs of the different sectors of development. Although the social communications project is classified as one such development sector, it does not mean that its activities will not be affected by difficulties of supply to its village centres, in particular, those in the north, which are already faced with problems of liaison with Maputo and the maintenance of technical equipment. It is for this reason that the consultants are recommending the formulation and use in conjunction with equipment already in use, of a number of simple and less costly visual or audio visual-aids, relevant to the particular characteristics of the zones affected by the project and the nature of the messages to be communicated. In fact it has been ascertained that the problems of supplying the village unit as they are designed at present with fuel may cause temporary stoppages in the system which would undermine efforts to maintain constancy in the transmission of messages. It is known that the effectiveness of a training method designed for use with illiterates relies on the constant repetition of the messages and themes being put across. In addition, the consultants have undertaken to send to the project staff, copies of audio-visual aids produced in other countries, to strongly encourage them to make full use of this kind of technique. Moreover, some technical attachments will be annexed to this report, touching on the nature and teaching value of certain of these aids. It is also recommended that some of the project staff should visit African centres presently producing audio-visual aids, such as the Bureau of Study and Research for the Promotion of Health in Cangon-- Mayombe, Zaire, run by Dr. Courtjoie, or the Busiga and Mugera centres in Burundi.

6. Experimental Linguistic Survey on Lexical Modernization of National Languages

In collaboration with certain institutions of research in the social sciences, the project has undertaken a very interesting lexicographical research study in the five principal languages used by the rural population: Maconde, Macua, Xangana, Xuabo and Shona.

This comparative linguistic research makes it possible on the one hand, to redefine by "decolonozing" them the meaning of certain words deformed by the colonizers, and on the other hand, to standardize the content of messages in the languages and regional variations. For this reason the research should not be considered simply as an exercise in the listing of technical and administrative vocabulary in the national languages, but should seek to enhance the vitality of these languages by enabling

them to express clearly the intentions and objectives of the messages, in a spirit of receptiveness and cultural regeneration.

The consultants recommend the pursuit of this kind of work and the integration of the research results in the training programmes of the various media in Mozambique. The survey should also emphasize information which is related to the education and awareness of the community which in turn will benefit the mothers and children of Mozambique; examples are: child nutrition, child health, health care, community participation and social communications, etc.

7. Need for Setting Priorities for Materials Production

The consultants are of the opinion that the Maputo centre production unit could be strengthened in order to run more smoothly. Some guidelines which may be taken into consideration are:

a) Establish priorities for materials production. These priorities should be based on the project's objectives. This means that the preparation of field programme materials take precedence over the production of materials for destribution to a general audience.
b) Develop production schedules. The latter would enable the Maputo production team to anticipate needs for materials much more in advance and then plan accordingly.
c) To develop production schedules the team asks the various sections of the project to prepare a list of what materials are required and when. This allows all concerned to see who is responsible for completing what step in the process. In this way work on more than one production can be going on simultaneously and priorities can be clearly identified as to what is done and by when.
d) Establish an audio-visual library. A more systematic filing of copies of all audio-visual materials that are produced enables individual staff members to get the materials they need without assistance from production staff. The materials can also be retrieved faster and without much delay. It also makes it easier to take inventory and anticipate the need for reprinting particular materials.
e) Standardize materials whenever possible. Standardized production formats would enable the production unit to work more efficiently.

8. In-Depth Evaluation of the Project

Evaluation of the social communications project must continue to be given top priority by the project directors. For the project to be truly effective in meeting the needs of the target audience and in achieving its own goals, there must be a periodic assessment of the effect it is having. Thus assessment allows for only changes in methodologies needed to be made. It is recommended that a one-month, in-depth evaluation be made by early 1983 to assess the project's goals, its organization, staffing and programmes, and the value it may have had on the rural communities of Mozambique. It is considered advisable that at that time UNICEF's future involvement in the social communications project will be considered by undertaking a complete programme review for future assistance.

9. Establishment of a Social Communications Training Programme

In order to strengthen the social communications field in Mozambique, there is an urgent need to train students in the latter at the university or technical institutes. Refresher courses and training cells may be developed for the benefit of Government workers and other individuals working closely in the promotion of social programmes at the community level in rural and urban areas.

AGENDA

(Work programme to continue the evaluation of
the Social Communications Project, October 1981)

PROGRAMA DE TRABALHO DA CONTINUAÇAO DA AVALIAÇAO

DO PROJECTO DE COMUNICAÇAO SOCIAL

OUTUBRO - 1981

Dia	Hora	Actividade	Local
01	09.00	Reunião com o Exmo. Senhor Director Nacional da Informação	Ministério da Informação
	14.30	Exposição sobre o Projecto de Comunicação Social	Sede do Gabinete de Comunicação Social
02	08.00	Partida à Província de Cabo Delgado	
03	08.00 17.00	Partida à Aldeia Comunal M'Tamba Reunião com as estruturas da Aldeia, exposição sobre os propósitos da visita e análise geral do Projecto na Aldeia Comunal	
04	08.30	Visita à Aldeia e infra-estruturas do Centro Comunal	
	10.00	Reunião com os cursistas das várias Aldeias Comunais, no Centro de M'Tamba análise do Projecto - discussão sobre a formação de quadros	
	14.00	Reunião geral com a população	
05	08.00	Regresso à capital Provincial - Pemba	
06	09.30	Reunião com o Exmo. Senhor Governador	
	13.20	Partida de regresso a Maputo	
07	08.30	Reunião para balanço dos trabalhos	Sede do Gabinete de Comunicação Social
	14.00	Partida à Província de Gaza - Aldeia Comunal "3 de Fevereiro"	
	17.00	Reunião com as estruturas da Aldeia Comunal, análise geral do Projecto na Aldeia	

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Dia	Hora	Actividade	Local
08	08.00	Visita à Aldeia Comunal e infra-estruturas do Centro Comunal	
	09.30	Reunião com os cursistas das várias Aldeias no Centro de "3 de Fevereiro"	
	14.00	Reunião com o Exmo. Senhor Governador	Xai-Xai
	16.30	Partida de regresso a Maputo	
09	08.00	Manhã livre	
	15.00	Reunião com as várias estruturas envolvidas no Projecto	Sede do Gabinete de Comunicação Social
10	09.00	Balanço dos trabalhos	Sede do Gabinete de Comunicação Social
	14.00	Visita ao bairro do Hulene e infra-estruturas do Projecto	
	16.00	Reunião com as estruturas do bairro do Hulene - análise do Projecto no bairro	
	20.30	Recepção oferecida pelo Exmo. Senhor Director Nacional à Comissão de Avaliação	
12	09.00	Encóntro com o Exmo. Senhor Ministro da Informação e o Exmo. Senhor Director Nacional - balanço geral dos trabalhos	Ministério da Informação

APPENDIX I

Part A:

TRAINING SYLLABUS FOR COMMUNICATIONS FOR SOCIAL DEVELOPMENT

1 Course I. Principles and theories of communications

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

1. *The functions and objectives of communication*
(a) The communication process
(b) The learning process
(c) Communication as entertainment
(d) Communication for persuasion

2. *Communication and social change*
(a) The adoption process
(b) Personal influence and adoption
(c) Opinion leadership
(d) The two-step flow hypothesis
(e) Culture in relation to social change

3. *Attitude change and behaviour change*
(a) Attitudes as the basis of behaviour
(b) Attitude change and behaviour change
(c) The cognitive consistency theories of attitude change
(d) The operant conditioning theories of attitude change
(e) Enforced compliance and behaviour change
(f) Cultural factors in behaviour change

4. *Using communication to induce social change*
(a) Application of attitude and behaviour change theory to promote social change
(b) Content of messages for inducing social change
(c) Method of presenting messages to induce social change
    (1) Fear vs. positive rewards
    (2) One-sided vs. two-sided
    (3) Rational vs. emotional
    (4) Entertainment vs. instruction
(d) Using interpersonal communication to induce social change
(e) Using mass media to induce social change
(f) Reasons for success and failure in social change

5. *Principles of using audio-visual aids for training and communication*
(a) To dramatize and role play
(b) To apply principles in concrete situations
(c) To explain technical or difficult concepts
(d) To reinforce classroom explanations
(e) To multiply scarce expert instruction

Reading and Reference Materials*
1. Wilbur Schramm, "The Nature of Communication between Humans".
2. Raymond A. Bauer, "The Obstinate Audience".
3. Dorwin Cartwright, "Some Principles of Mass Persuasion".
4. Herbert H. Hyman and Paul B. Sheatsley, "Some Reasons Why Information Campaigns Fail".
5. William J. McGuire, "Persuasion, Resistance and Attitude Change".
6. William Stevenson, "The Play Theory of Communication".

* NOTE: titles in italics are books; titles in quotation marks are photocopied articles or excerpts from books.

28

(b) Budget analysis for research, data processing, production, equipment, salaries, evaluation and transport

(c) Specifications procedures for equipment, transport supplies and expendables

(d) Budget and stores control procedures

Reading and Reference Materials

1. L.L. Cummings and Donald P. Schwab, *Performance in Organizations.*
2. Donald J. Bogue and Stanley Hudson, *Personnel Management of White Collar Workers.*
3. Wilbur Schramm and Daniel Lerner, *Mass Media and National Development: The Role of Information in the Developing Countries.*
4. "The Nature of Decision Making", from *Management: An Organisational Perspective*, Martin J. Gannon.
5. "Traditional Organisational Theories", from *Organization and Environment*, Paul Lawremne and Jay W. Lorsch.
6. "Mass Ccmmunication and Persuasion", from *Theories of Mass Communication*, M.L. Fleur and S. Ball-Rockeach.
7. "Management by Objectives: The Team Approach" from *Organisational Behaviour*, H.K. Downey, D.Hellriegel and J.W. Slocum.
8. *Audio-visual Resources in Kenya*, prepared by the Bureau of Educational Research, University of Nairobi, with assistance from PBFL/FAO and UNICEF.
9. Institute of Adult Education, Dar es Salaam, *Adult Education Handbook.*
10. James R. Brady, William O. DeVoll and Mariano J. Guillermo, "Guidelines for Managing Action Training Conferences".

3 Course III: Interpersonal communication and adult education

Broadly, this course will look at the role of interpersonal communication and adult education in social development. The teaching aims at imparting theoretical knowledge and actual communication skills to the participants by using experimental learning and discussion groups as dominant teaching methods. The course is divided into three major segments with about equal time on each segment.

1. *Interpersonal relations and group dynamics*
(a) One way versus two way communication
(b) Problems of perception and non-verbal interpretation
(c) Problems of interpersonal understanding
(d) Group task analysis and building consensus
(e) Multiple rates of group members
(f) Leadership approaches of facilitators
(g) Self understanding and feedback
(h) Conflict analysis and resolution
(i) Criteria for group evaluation

2. *Adult learning*
(a) Identification of learning needs
(b) Designing educational programmes on the basis of identified needs
(c) Beliefs about man and how they influence the teaching approaches
(d) Pedagogy versus Andragogy
(e) Evaluation of education programmes—need and procedure
(f) Examination and analysis of some adult education teaching methods:
    — The codes—case study, simulation games, role play and pictures
    — The lecture
    — Group methods
    — Demonstrations
    — Seminars
    — Workshops

3. *Adult education and social change in Africa*
(a) Development—its components and problems
(b) Adult education as a means of development
(c) Types of adult education and the role of each in development
(d) Special problems in adult education programmes
(e) Promotion and improvement of adult education programmes
(f) International co-operation as a facilitator of adult education development.

Reading and Reference Materials
1. Cyril O. Houle, *The Design of Education*.
2. R.F. Mager and Peter Pipe, *Analyzing Performance Problems*.
3. Malcolm S. Knowles, *The Modern Practice of Adult Education*.
4. Everett M. Rogers, "Mass Media and Interpersonal Communication".
5. Institute of Adult Education, Dar es Salaam, *Adult Education Handbook*.

4 Course IV: Cultural and psychological aspects of social development*

1. *Social Development in Africa*
(a) Social and cultural aspects of development
(b) Nationalism and communication problems
(c) Urbanism and technological development
(d) Expanding communication and inter-community contact

2. *The psychology of modernization*
(a) Fatalism versus free will
(b) Reference groups: local versus external
(c) Personal autonomy and ambition
(d) Re-evaluation of traditional practices
(e) Acceptance of authority—who and for what?
(f) Feelings of hostility and aggression

3. *The African family in relation to social development*
(a) Mate choice and marriage
(b) Plural marriage
(c) Roles of husband, wife, children, etc.
(d) Changing status of women

4. *Child development*
(a) Child development problems in rural Africa
(b) Effects of urbanization on family health
(c) Effects of unemployment on the young child
(d) Family size and economic development

5. *Demographic trends and social developments*

* This course was not taught due to insufficient demand.

(a) Recent trends in death rates, and progress in overcoming major causes of death
(b) Population growth rate and its relation to economic and social development

6. *Programmes to promote social development in Africa*
(a) Schools and education of the young
(b) Community health and sanitation
(c) Maternal and child health; infant mortality
(d) Nutrition and improved food habits
(e) Housing: urban and rural
(f) Adult education and job training
(g) Improvement of agriculture

5&6 Courses V and VI: Mass media for social development

1. *Components of V and VI included in plenary sessions, week 1.*
(a) Media selection
(b) Research and budgeting
(c) Pretesting, monitoring and audience survey
(d) Diffusion and distribution methods
(e) Conceptualization and identification of problems
(f) The role of mass media in development
(g) Limitations of mass media
(h) Brief survey of types of mass media
(i) Message identification, development and actualization

The following sections are to be covered in class, weeks 2 through 9.

2. *Radio*
(a) Review of radio programming
(b) Scripting for radio programmes (after this segment participants will be expected to be able to write a complete script for several types of radio programme)
(c) Recording in the field
(d) Recording in the studio
(e) Production techniques (including variations necessary for cassettes for listening groups)
(f) Production of a radio show (incorporated in field assignment)
Total time 18 hrs

3. *Print media*
(a) Review of print media
(b) Writing for the press and getting in print
(c) Production techniques for print media
   (1) an introduction to the processes of printing
   (2) an introduction to preparing text and artwork
   (3) production of a mock-up and example brochure or pamphlet

Total time: 10 - 12 hrs

4. *The photographic medium*
(a) How to take a good photograph
   (1) Defining and recognizing a good photograph—a review of examples (composition, interest, technical factors, sequences of pictures)
   (2) Visual perception, visual literacy
(b) The camera—its variations and uses (bodies for different formats, lenses and attachments, flash guns, filters)
(c) The film—the types of film for slides and prints. Limitations and advantages of each type, and its storage, processing, printing. Storage and filing of slides, prints, negatives, etc.
(d) Usage of photographs—pictures for the press, exhibition, brochures, posters, slide sets
(e) Practical example: a slide set with cassette sound track

Total time: 8 hrs

5. *Video tape recording*
(a) Review of systems available
(b) Outline of uses of VTR—case studies to illustrate
(c) Operation of simple Sony Portapac system —practical sessions
(d) Organizing location recording and playback. Playback sessions for administrations— simple "editing"
(e) Practical: use of VTR in field work area

Total time: 6 hrs

32

6. *Television*
(a) Review of TV systems in Africa
(b) Review of types of TV programmes
(c) Writing for television
(d) The television studio and its personnel
(e) How to work with the system—as a sponsor or message originator you will have to know how to get shows started, what they cost, who has responsibility for content, how to work with the programme's producer

Total time: 2 hrs

7. *Film*
(a) A review—films and their uses in development. Problems of film-making and distribution versus the advantages of the moving image.
(b) Writing an outline or treatment
(c) Getting a rough costing or budget
(d) Authority and responsibility in the film-making process

Total time: 3 hrs

8. *Production exercises* for the various media include:
(a) *Radio* — writing and recording a five-minute radio talk; using tape recorders in the studio and in the field.
(b) *Television*—writing a vignette; preparing TV floor plans.
(c) *Photography* — using cameras under varying conditions; telling a story in pictures; producing a slide set; writing captions for photographs; using the darkroom.
(d) *Print* — producing posters, newsletters, brochures and newspapers; use of transfer-type and related materials; making dummies for newsletters, newspapers and brochures.
(e) *VTR*—the use and handling of video tape recorders and cameras; production of four twenty-minute programmes whose themes are social-development oriented.
(f) *Film*—writing a treatment for film; how to overcome problems of film production.

Reading and Reference Materials

1. Juan E. Diaz Bordenave, *Communication and rural development*, UNESCO.
2. Richard Aspinall, *A manual for training radio programme production*, UNESCO.
3. Loretta J. Atienza, *VTR Workshop: small format video*, UNESCO.
4. John Halas, *Film animation: a simplified approach*, UNESCO.
5. Jonathan F. Gunter, *Super 8: the modest medium*, UNESCO.
6. F.R. Dance, *Broadcast Training Techniques*, UNESCO.
7. Alan Hancock, ed., *Producing for Educational Mass Media*, UNESCO.
8. Sumatra Banerjee, *Audio cassettes: the user medium*, UNESCO.
9. Dennis W. Pett, ed., *Audio-visual Communication Handbook*. Republished by World Neighbours, Oklahoma City, Oklahoma, USA.
10. Bjorn Berndtson, Donald J. Bogue and George McVickers, *Relevant Posters for Family Planning*, Community and Family Study Centre, University of Chicago.
11. Terry Peigh, Martin Maloney, Robert Higgins and Donald Bogue, "Radio Programming for Social Development".
12. Arthur Gaskill and David Englander, *How to Shoot a Movie Story*, Morgan Morgand Inc. Publishers, New York, 1960.
13. *Pocket Pal: a graphic arts production handbook*, International Paper Company, New York, 1976. (Distributed to only Course V/VI participants because supply was limited)

7   Course VII: Applied social statistics and survey methods

The applied social statistics and survey methods course is designed to train personnel in the field of communication and development. It covers basic social research procedures and basic statistics, including univariate descriptive stat-

istics, inductive statistics, and bivariate statistics. Emphasis is placed on analysis of data and interpretation, testing of hypotheses, the use of Chi-Square, and decision-making. Teaching is by lecture and discussion in the classroom in addition to practical use of some of the concepts in field activities.

The course is intended to develop in the participants the ability to comprehend problem-directed questions underlying research studies and the procedures adopted in investigating these questions. Upon completion of the course, participants should be able to approach the investigation of problems in their own organizations in a systematic manner using basic statistics as a tool.

8   Course VIII: Communications research and evaluation

The communications research and evaluation course is designed for personnel in the field of communication and development who have little or no knowledge about the procedures and the uses of social science research in these programmes.

This intensive course covers areas such as research designs; pretesting; research procedures; interviewing techniques; interpretation of statistical tables; sampling procedures; monitoring and evaluation of communication programmes; questionnaire designing; and survey report writing techniques. Most of the instruction is through classroom work with some opportunities for field research.

The course is intended to provide participants with the ability to understand the phrasing of research problems and research questions, as well as some ability to appreciate the design, execution and reporting of the processes adopted in resolving problem-directed questions. Participants will also become familiar with the interpretation of data and how to report findings in simple, concise and readable forms.

33

Reading and Reference Materials for Courses VII and VIII

1. Henry G. Elkins, *Mini-tab Edit, Mini-tab Frequencies and Mini-tab Tables: a Set of Three Interrelated Statistical Programmes for Small Computers.*
2. Frank J. Kohout, *Statistics for Social Scientists: a Coordinated Learning System.*
3. National Opinion Research Center, University of Chicago, "A manual for hiring and training interviewers".
4. Donald Bogue, *Model interview for fertility research and family planning evaluation*, Community and Family Study Center, University of Chicago.
5. "Wording of Research Questions", from a draft textbook, *Assembly and Reporting of Social Science Data.*
6. "Sampling".
7. "Basic Elements of Scientific Method: Hypothesis".
8. Jane T. Bertrand, "Pretesting Persuasive Communications for Social Development".

Reading and Reference Materials: Miscellaneous

1. J. McDowell, ed., *Village Technology in Eastern Africa*, UNICEF.
2. *UNICEF sponsored Radio Programme: Evaluation Report – December 1975*, prepared by American Technical Corporation, McLean, Virginia, USA, and Bureau of Educational Research, University of Nairobi.
3. J. Balcomb, ed., *Communications for Social Development in Africa*: a Report of a UNICEF sponsored International Workshop held in Arusha, Tanzania – December 1976.
4. *Education for Family Welfare: a Component of Development.* Proceedings of a Sub-regional Seminar on "Family Welfare as a Component of Development: new forms for old", held in Accra, Ghana, February 4–8, 1976.
5. April A. Zawacki, *A Textbook for Family Planning Field Workers*, Community and Family Study Center, University of Chicago.
6. Ronnie Remsburg, ed., *Radio and Television Spot Announcements for Family Planning*, Community and Family Study Center, University of Chicago.
7. Donald Bogue, *Twenty-five Communication Obstacles to the Success of Family Planning Programmes*, Community and Family Study Center, University of Chicago.

34

Sample Script of a Radio Development Forum Broadcast
from Nigeria

This is a script of a broadcast made during the week of the 25th June 1967,

for the Radio Development Forums. The broadcast concerns fertilizers.

RADIO DEVELOPMENT FORUM

"Helping People to Help Themselves
Means Progress"

PROGRAMME: Ministry of Agriculture - Fertilizers

BROADCAST DATE: Time   Producers:

23.6.67	6:30 p.m.	(Mr. Julius Eke	(Ibo)
25.6.67	6:30 p.m.	Mr. Kesie Iyabi	(Ijaw)
27.6.67	7:00 p.m.	Mr. Okon Attakpo	(Efkik)

(all of E.N.B.C.)

Ministry of Agriculture Contact:

Mr. Herbert Okereke, Senior Agricultural Officer, In-Charge Agricultural

Information Section, Ministry of Agriculture, Enugu. Phone: 2871/1, 2783/1

THEME: (20 seconds, up and under)

NARRATOR: Radio Development Forum ... a special series of programmes to help

Easterners progress.

THEME: (up and out)

NARRATOR: This is ...welcoming you to our usual weekly get-together in the

Radio Development Forum. Last week, we heard how Mr. ... nearly lost his

favorite son when he got the measles.... Today, we shall hear how the use

of fertilizers brought happiness to a poor family. But before we hear our

play, let's hear from our answer man. Here is ... with answers to

questions sent by Radio Development Forums.

NOTE: QUESTIONS AND ANSWERS SHOULD BE LIMITED TO FIVE MINUTES.

ANSWER MAN: The first question this week comes from our Radio Development

Forum in ... They want to know ... This is the answer supplied by Mr ....

of the Ministry of .... ANSWER.....................................

ANSWER MAN: Those were the questions received last week. We hope the answers

were satisfactory. If they weren't, don't hesitate to write again. Remember,

your Forum Convener has the proper form on which to write the questions,and

he will send your questions to us. We'll try to have them answered as soon

as possible. Be sure to listen next week for more questions and answers.

Bye for now.

NARRATOR: Thank you ... In a few moments, we'll bring you the market reports.

But first, here's a song. It's a folk song from .... and is sung for us by...

MUSIC: (insert title and time. Not more than 2 minutes).

NARRATOR: That was... sung by... Hope you enjoyed it. Now for the market

reports.

NEWS
READER: Good evening..(Market Price Reports). Those were the market prices

for the week. Listen again nest week when I'll be back with more news about

prices in the major markets of Eastern Nigeria. Until then, ...(Ibo, I Efik

Greeting).

NARRATOR: Before we hear this week's play, let's have some music. Here are...

to sing... Music (insert title and time.. not more than 2 minutes).

NARRATOR: That was ... singing.... And now for our play of the week. Do you

remember our friend, Mr....... whose favorite child got the measles in our

story of last week? Now he's in trouble again, because he has refused to learn new ways. You may remember that Mr.... is about 60 years old. He's married and has 7 children. Mr.... went to school for several years but he didn't really learn much. He's always getting into trouble because he keeps thinking old ways are the best ways of doing things.

It is evening, after work, and Mr...... is sitting with some friends over a keg of palm-wine. They are discussing the refugee question -- how many old friends and relatives have now come back to their village after several years' absence.

FIRST OLD MAN: Ah, it is nice seeing all these people again. My grandson, for instance. I thought I would never see him again.

SECOND OLD MAN: And do you know they are still returning? Everyday, a new face appears in the village.

YOUNG MAN: By the way, did you see the young men who visited the village yesterday?

FIRST OLD MAN: Which young men?

YOUNG MAN: The two young men from the township who went about talking of new methods of farming?

ANOTHER YOUNG MAN: Do you mean the people who were talking about some substance they called fertilizer?

FIRST YOUNG MAN: Yes. I met them yesterday and the things they talked about looked interesting.

FIRST OLD MAN: What was so interesting?

FIRST YOUNG MAN: Oh, they talked about quite a number of things, all aimed at improving farm yield and making a big profit.

NARRATOR: At this juncture, our friend, Mr........, unable to control himself

any longer, bursts into

MR.....   Ha! Ha! Ha!

What was that you said? Big profit? It seems these township boys

have come with their funny ideas.

SECOND
YOUNG MAN: This is nothing to laugh at. What they said was an important

message on how we rural people can improve out lot. They promised

they would be at...to tell the villagers all about this new idea.

If you think it's all a fairy tale, come and hear for yourself

tomorrow morning.

NARRATOR: After this, the whole group decided to be at the village square

the next day, which now brings us to the next scene of the play.

The villagers are gathered in the village square. Our friend Mr...

is also present with his friends of the evening before... but he

is here more to amuse himself than to be convinced. The two young

men from the town have just arrived, and already people are asking

them eager questions.

FIRST
VILLAGER: What exactly is this "Fertilizer"?

FIRST NEW-
COMER: You see, as human beings eat in order to live, so crops also eat

to live. The plant gets its own food from the soil through its

roots. Most soils do not contain enough of this plant food. Some

do contain enough to grow a good crop. But as such soils are farmed

on year after year, the plant food in them is gradually removed.

Very soon, the rich soil becomes a poor soil. Poor soils give poor

crop yields and waste the time, energy and money of the farmer.

Fortunately, Scientists have found out what the plant actually

takes out of the soil as food. There are many of these things that make

up plant food. Scientists have been able to manufacture and mix them into

a substance called fertilizer. When added to the soil, this Fertilizer

supplies plant food. Thus, Fertilizer is plant food made by man, which,

when added to the soil makes the crop grow strongly and produce a good

yield.

FIRST OLD MAN: What does this "Fertilizer" look like?

FIRST NEW-COMER: There are many types of Fertilizer. Some look like ash and some like salt.

SECOND OLD MAN: How can we believe you? We have never seen where this your Fertilizer was used and how it works.

SECOND NEW-COMER: Fertilizers were the main reason for the large increase in farm produce in Europe and America. Similar increases have been obtained in developing countries like Japan, Ghana, Senegal and Mexico.

FIRST NEW-COMER: In Nigeria, experiments and demonstrations have shown average yield increases of more than half per acre with most food crops. In some cases, yield increase up to one and a half times have been obtained by farmers. For vegetables, yield increases of 5-8 times have been achieved.

NARRATOR: Another of Mr.......'s colleagues, beginning to get convinced, tells him that this Fertilizer idea, must be a good thing. At least, it is worth trying.

FIRST OLD MAN: I think I will use Fertilizer during the next planting season, for I have good reason for wanting more money. My eldest son has just passed an entrance examination into a secondary school and I must make enough money to support him.

Mr......... Don't be a fool! There is never any good in these new things.
In any case how can you hope to raise so much more yield on
the little farm you have, or is the newcomer going to give you
more land or money to buy the Fertilizer? I, too, have a son
who has passed an entrance examination but since I have no
money, he is going to sit right here at home with me and farm
the way our forefathers always did. They never died of hunger.

FIRST OLD MAN: But how can we possibly raise so much more yield on the small
farms we have or is the government going to give us more land?
Moreover, such a wonderful thing as this Fertilizer must be
very expensive. How can poor farmers like us possibly buy it?

FIRST NEW-COMER: The use of Fertilizer is the cheapest and quickest means of
increasing the size of your farm. And when your farm is small
and your soil poor, it is the only practical way, especially
if you are already a good farmer.

SECOND NEW-COMER: And when Fertilizer use is combined with improved variety,
control of insect pests and crops diseases, and efficient farm
management, the yield of most crops can be increased from 2 to
5 times. Even, here, Fertilizer accounts for more than half of
the total increase.

FIRST NEW-COMER: But that is not all. There are other advantages connected with
the use of Fertilizers. Apart from earning 1½ to 6 times the
cost of the Fertilizer as a net return (i.e. after subtracting
the cost of the Fertilizer) the use of Fertilizer also makes
it unnecessary for land to be left fallow (i.e. bush) in order
to become fertile again. And when farm land is limited as in
many parts of Eastern Nigeria, the use of Fertilizers will

permit the farmer to crop the same land every year and still
reap good yield without ruining the soil.

NARRATOR: By this time it has become obvious from the faces of the
audience that many more people are now interested. They begin
to discuss among themselves that they like the idea. But our
friend Mr...... still refuses to believe. He is arguing with
his own group of the night before, trying to convince them of
how dangerous such an innovation might be. At least, he speaks
up, directing his words to the newcomers.

Mr........ "You have been telling us all these good things, wanting us to
buy your so-called 'Fertilizer'. But you have kept away from
us the great disadvantages involved. I know a friend in a
nearby village who used this your Fertilizer last year for his
yams. I also know the result. All his yams rotted in the
ground!"

FIRST
NEW-COMER: This old accusation, that Fertilizer causes yam-rot, is NOT
true. It has been thoroughly checked and found to be false.
Yam-rot is a disease caused by some very minute living things
in the soil. It has nothing to do with Fertilizers. Remember,
Fertilizer is nothing more than plant food.

VILLAGER: I think I'll buy this Fertilizer, so that I won't have to work
so hard to make a good yield.

SECOND
New-COMER: Do not think that the use of Fertilizer will make up for poor
farming. Before a Fertilizer can give you the best result,
(1) you must use improved varieties. This is why the Ministry
of Agriculture distributed certain varieties, e.g. N.S.I. maize
BG 79 rice or GCH 7 Cassava;

(2) you must practice crop protection--that is, control pests
and diseases either by hand-dusting or spraying with recommended
chemicals--whichever is applicable in your farm situation;
(3) you must practice good farm management, plant healthy seeds
or seedlings at the correct time, space the seedlings correctly
and in well-prepared seedbeds; weed promptly and apply the right
type of Fertilizer according to recommended practice.

For example, if you do not weed, the weeds will eat up
the Fertilizer and your crop still suffers. Unless you can
practice good farming, you waste your money if you buy Fertilizers.

FIRST
NEW-COMER: I know a man in a nearby village who thought Fertilizer would do
his farming for him. He lost heavily.

VILLAGERS: Ha, ha, ha! (Laugh)

FIRST
NEW-COMER: But if you are a good farmer already then the use of Fertilizer
will more than double your gain.

NARRATOR: By this time, it is obvious that nearly everybody is interested
except, of course, our friend, the unbelieving Mr.......

VILLAGERS: Tell us more, tell us more! How can we get this Fertilizer?

SECOND
NEW-COMER: The present situation in the country in which we must increase
food production has made the Eastern Nigeria Government concerned
in the Fertilizer programme. It is so important to the Eastern
Nigeria Government that government helps the farmers to buy
Fertilizer by having the Fertilizers subsidized. This means
that the Fertilizer is bought by Government, but sold to the
farmers at reduced price-- in this case, at half the price.
The Government pays for the other half. Thus a 15lb bag of

mixed Fertilizer is sold for 4/-, instead of 7/6d. A 56lb bag for 15/-instead of 62.16/ This is a wonderful offer by Government, isn't it?

VILLAGERS: Indeed it is! Yes, it is wonderful!

FIRST
NEW-COMER: It means that your profit begins to show immediately you buy the Fertilizer.

VILLAGERS: Yes, yes!

FIRST
NEW-COMER: Secondly, Fertilizers can be issued to you on credit if you are a member of a cooperative society, and also if you plant BG 79 rice, NSI maize or GCH 7 cassava. You pay for the Fertilizer after harvesting and selling the crop. This credit is a new offer to help the farmers produce more food. Thirdly, Fertilizers sales agents are being appointed to sell Fertilizers to farmers.

VILLAGERS: Tell us, where are these Fertilizer agents?

SECOND
NEW-COMER: Fertilizer agents and Ministry of Agriculture staff will reach your village to sell Fertilizers to you. In fact, some of you can even register as agents and make some money that way.

FIRST
NEW-COMER: On the use of Fertilizers, the Ministry of Agriculture has trained a special group of staff called Fertilizer Promotion Staff who work in the field to assist and guide farmers in the proper use of Fertilizers. Short courses will be organized for farmers and sales agents. All these are free Government assistance and you will be wise if you take advantage of them.

NARRATOR: After that, the gathering breaks up. Most of the farmers determine to use fertilizers during the next planting season, but a few people like our friend Mr.......think it won't do any good, and look forward to having a good laugh when, as they think, all those who will use Fertilizer will fail. But here they were

mistaken. In the next scene, we shall see what happens to Mr......... But first, let's have some music. Music. That song is entitled.....and was sung for us by...... We have now arrived at the last scene of this play. It is evening, and our friend Mr..... is standing at the door of his house, looking left and right as though he wanted to run away. Close behind him inside the house is his wife, nagging him about their poverty and consequent inability to send their son to college.

Mr.....'s
WIFE:
You lazy farmer! You never make enough money for the family. Look now, your son can't go to college, like your friend's son. Are you not ashamed...

NARRATOR: Meanwhile on the road is that old friend Mr....'s who also had a son about to enter college. He had taken the advise of the young new-comers to their village at the beginning of the farming season, and had used Fertilizer for his farming.

SECOND
OLD MAN:
Hello, Mr.....! Why do you look so sad? I am a happy man now. I have just seen my son off to college. Oh, I'm so happy. I'm glad I used Fertilizer for my farming!

Mr.......: Stop bragging for me, you fool! Go on your way and leave me alone with my troubles!

NARRATOR: Mr......is jealous and angry, and his wife makes it all worse for him by nagging him. Do you want to be like Mr....? Then take the advice of the new-comers and take advantage of all the help the Government has offered you. Your extension agent will tell you more about the sale of Fertilizers. If you have any questions about today's programme, please discuss them after this programme. If you don't find out the answers, write them down on the special forms provided for them. Your Forum Convener

has some, and he will mail them to ENBC to have them answered
as soon as possible. Answers to questions from Forum members
are broadcast at the beginning of each programme.

If your village does not have a radio forum and it would like
to have one, please write to the Secretariat, Radio Development
Forum, c/o Head, Research & Evaluation Division, Ministry of
Information, P.M.B. 1036, Enugu. The Ministry will send someone
to help you organize a forum soon.

That's all for now. Don't forget to listen to another programme
in the series, same time, same day next week.

THEME: (up and under).

NARRATOR: Content for today's Radio Development Forum programme was
             supplied by Mr. H. E. Okereke, Senior Agricultural Officer. The
             programme was produced by the Eastern Nigeria Broadcasting
             Corporation in cooperation with the Research and Evaluation
             Division of the Ministry of Information, Enugu.

THEME: (up and out).

THE USE OF EDUCATIONAL CINEMA IN THE RURAL AREAS OF AFRICA

BY B. SOCK, UNICEF REGIONAL ADVISOR IN SOCIAL COMMUNICATIONS

I. The content of a film is absorbed through two of the senses: sight and hearing.
    They are the means we have at our disposal for communication and are of limited
    usefulness when we want to teach know-how or practical technical matters using
    cinema.

    Active participation by the public is nil during the showing of a film.

    Nevertheless, a film is the most appropriate means of reaching a large audience,
    in order to draw its attention to a particular point, good idea, example to
    follow or errors to avoid. Films are very effective in campaigns designed to
    increase awareness or motivation.

    In African villages where the cinema is a novelty, the advent of a mobile
    cinema is a major event. It can even cause joyful demonstrations that are
    hard to control. Sometimes the machine which produces the moving images is
    more fascinating than the images themselves. In such cases it is not easy
    to redirect the attention of the audience.

    To organise discussions after the showing of the film a group of adults
    should be prepared, composed of the most responsible members of the vil-
    lage, who will discuss the film after it has been shown, with the aim of
    finding practical modalities for action. The discussion of the film en-
    people to make the connection between the film and reality. Used in these
    conditions, the cinema can, because of tis great attraction, become a valu-
    able development tool for mobilisation and persuasion. It can become a
    kind of night-schoold for rural Africa.

II. A film should always be run through beforehand, to determine its technical
    quality, and to establish taht its content is relevant to the realities of
    the milieu for which it is intended. Consider whether it would not be
    possible to use just one part of the film, or to spearate out the sections
    which illustrate best the various parts of your programme.

    Some people consider a film to be a source of relaxation and entertainment.
    They see no difference between a commercial film and an educational film.

    Neither do they feel the need to make an effort to follow a film carefully
    to learn something from it.

    The audience should therefore be prepared in advance with a short introduc-
    tion which explains the film in relation to the subject being presented.
    This introduction should, if it is well done, open the minds of the audi-
    ence and make them receptiveñ it will avoid different interpretations being
    put on the film's content and teh consequent misunderstandings which may
    hamper the normal development of the discussions. It sometimes happens that
    people watch the same film four or five times. after which they give it quite
    a different meaning to that intended by the producer of the film.

III. Regarding the use of cinema in adult education in rural areas, the choice of film should be relevant to the development activities planned, the kind of social problems to be resolved and the changes of behaviour or practice desired.

The formulation of an educational programme using cinema will depend on a thorough knowledge of these diverse sociological factors and the supply of films available in an area. It goes without saying that difficulties will be encountered in the formulation of such a programme, whatever theme is chosen, because of the scarcity of films made in Africa and for the education of adult Africans.

PRACTICAL ADVICE FOR THE USE OF CINEMA PROJECTION EQUIPMENT

1. Familiarise yourself thoroughly with the projector, obtain a working diagram of the machine to follow when inserting the film and in the maintenance of the projector.

2. Do not make the mistake of thinking that the first person to arrive can operate the machine. A film can be spoiled by a person who is not familiar with the projection of films.

3. Never leave while the projector is in operation, and try to make your own presence and that of the projector as unogtrusive as possible. To this end place the machine behind the last row of seats.

4. Verify that the voltage of the electricity supply matches the capacity of your projector.

5. Arrange the power cables and loudspeaker cables so that the spectators cannot catch their feet in them.

6. Place loudspeakers facing the spectators so that the sound comes from in front of them.

7. When the film is to be shown, focus the lens before putting the film onto the projectorñ do not forget to test for sound.

8. To avoid having the image upside down on the screen hold the film up so that when you look through it toward the screen you see what the camera saw. Keeping the same side towards you, turn the film through 180˙ and insert it into the projection window.

9. The projector should never be handled while the lamp is still not. Do not move it, and wait for it to cool down. If there is a fan powered independently of the lamp, use it to cool the projector. The filament of the lamp is particularly fragile when it is hot.

10. Do not forget to have a sufficient number of replacement parts whenever possible, so that there are no difficulties when breakdowns occur.

11. Arrange in advance sufficient extension cable.

12. When transporting equipment in the bush, try to use sturdy cases which will protect it from dust and jolting. Be sure to remove the most fragile parts from pieces of equipment and transport them in protective packaging. Bear in mind that any results to be obtained are dependent on your following these few recommendations in yoru work with educational cinema.

THE FLANNELOGRAPH AND ITS USE

The flannelograph is an audio-visual aid which can be of great assistance in illustrating extension sessions on the most diverse subjects; hygiene, nutrition, work planning, family budgeting, basic information on animal husbandry, etc. It can be a valuable aid in the teaching of reading and writing.

The flannelograph works by sticking sandpaper or blotting paper to an area of fluffy fabric stretched out vertically; it is made up of:

1. a piece of fluffy cotton fabric similar to flannel;

2. silhouettes or diagrams in colour, representing various subjects: people, animals, dwellings, everyday objects, plants, vegetables, etc.

PREPARATION OF MATERIAL

1. Background: The piece of fabric which provides the background, rather like a notice board, must be large enough to support many subjects and composite pictures. 0.82 by 2 metres is an ideal size. A dark colour is generally used in order to show the illustrations to advantage: black, dark green and navy blue are all satisfactory.

2. Pictures: These may be drawn by the user himself, in which case they will be well suited to the subject of the talk.

   More often the pictures are taken at random from illustrated journals, catalogues, etc. They should be cut out carefully and stuck onto the smooth side of a large piece of sandpaper (use sandpaper of medium coarseness--Sheet No. 4).

   Choose simple images, stylised designs that are easy to cut out and show up well against the background.

   It is not necessary that the sandpaper be exactly the same shape and size as the picture. However, it must give the picture enough support to keep it flat.

USES OF THE FLANNELOGRAPH

The background should be well stretched out and attached with drawing pins to a vertical, more or less smooth, surface: a wall, a board, a hut door. If it is fixed onto a less smooth surface, matting for example, it is as well to slant the matting a little to make sure the pictures stick properly.

The material is prepared in advance to avoid searches during the demonstration.

As the speaker develops his theme, the pictures are placed onto the fabric. background.

ADVANTAGES OF THE FLANELLOGRAPH

1. It is light and compact, easy to transport and to use in demonstrations in the bush.

2. Through the variety and mobility of the pictures it keeps alive the attention of the listener, who is asked to participate in the demonstration himself through repetition exercises.

3. With a little imagination, care and perseverance, every user can build up a collection of materials suited to the different themes of his demonstrations.

4. This material has the great advantage of being cheap: all the materials (fabric, sandpaper, glue) cost approsimately US$3.00.

EDUCATIONAL CAMPAIGNS AND MASS COMMUNICATION

Conducting a campaign involves using different information media and means of creating awareness and disseminating knowledge in a co-ordinated mannner, with their respective roles and uses carefully defined.

The aim of a campaign is to focus public attention on a particular frequently arising problem and to solve it effectively. A campaign isusually undertaken whenever an important problem affects a large number of epople and an attempt is made to solve it without forcing those concerned to change their way of doing things or to use new means or procedures.

The various types of campaign

Awareness Campaign: putting people on the alert and predisposing the public towards more comprehensive information and instructions for action;

Information Campaign: describing a situation, giving descriptive data on it and stating the nature and importance of the problem;

Dissemination Campaign: familiarising the public with a discovery, innovation or technique by describing them analytically, convincingly and in a favourable light.

Animation methods may also be used in a campaign for direct encouragement and mobilisation of the public to undertake specific action.

A campaign msut be time-limited and cover clearly defined topics. The organisation of a campaign must be governed by appropriate rules and methodologies. It is therefore recommended that, once the formal decision has been taken and the subject defined, a committee composed of representatives from all sectors concerned should be set up.

This committee should specify the objectives of the campaign and how it is to be organised, and select the methods best suited to the nature of the topic and the target audience.

The costs of the various operations involved should be calculated according to the choice of means to be employed in terms of both human and material resources.

The means of communication to be used are generally classified in three groups:

1. Mass Media-- Radio, Press, Posters:

Mass communications is undiscerning. Those who express themselves on a subject often do not know their listeners, the target population. The messages are disseminated at randome, often unplanned and anonymously. The use of mass communications, therefore, needs knowledge and expertise, Used in the correct way, it stimulates the interest of the listeners by relaying useful information which can be used in conjunction with other methods,

either individually or in a group. For example, posters are among the most frequently used methods to put across an idea, a practice, or information concerning an emergency situation. Hence, we will insist on certain rules for their use as a means of illustration.

Posters aim to attract the attention of passers-by, to make them assimilate an idea or a fact, and to urge them to favour this idea, to seek information, or to act in some particular way.

An average person only glances briefly at ordinary objects, just long enough to identify them. But if something in these objects attracts his attention or stimulates his interest, the passer-by frequently looks at them a little while longer. The concept and illustration of posters is prompted by this principle. Your poster will perhaps only be favoured with a single glance; its message should therefore be <u>simple</u> and <u>clear</u>.

-Determine exactly what audience you aim to reach.

-Determine exactly the message you wish to communicate.

-Know what you wish to achieve vis-à-vis your audience.

-Use a concise and striking formula.

-Formulate or express graphically the basic central idea of your message. The words and image should be perceived in just one glance and should provoke a reaction in the passer-by.

Posters normally complement other methods of communication, they do not place them. They are often used to launch a campaign. They may also serve to reinforce an educational programme, prolonging its impact. Making and using posters requires qualities of exactness and precision to avoid doubt and ambiguity. It is recommended taht a sample of a poster be tried out before a large number is run off. A good poster should take its inspiration from the reference system and symbolic representation of the milieu for which it is intended, to assist rapid and accurate understanding.

2.   <u>Group Means-- Organised Group Visits, Demonstrations, Meetings</u>:

Group means allow people to analyse, appreciate and decide issues amongst themselves according to internal and external factors which affect the group's dynamism. The decisions made in a successful group meeting must reflect the different positions of the participants, their aspirations, ways of thinking and of doing things, and, above all, their interests. Conflicting ideas and differences of opinion are easier to resolve when the members of a group realise that any decisions taken respect individual interests or succeed in bringing about improvements and changes shought by the group. Any group, formal or informal, holds meetings to reach objectives, to determine ways of action, to organise plans of action, and to make people understand the risks, advantages and results of projects to be implemented or already in hand. The meetings are therefore arranged according to their

nature and the status and duties of those motivating the group. The meetings constitute an efficient means fo communication. The important point is to persuade a group member to participate, as the more members who participate, the more favourable their attitude towards the group will become, and the more they will want to identify with the group. It has also been proved that the most effective groups are those which have a more satisfactory system of communication than others. Other group means include simple visual or audio-visual aids such as the flannelograph, the blackboard or slides, or the flip-chart.

3. ## Individual Means-- Household Visits, Circulars, Face-to-Face Encounters:

People generally listen to advice and suggestions from those who know and appreciate their problems and so they respect this knowledge. This is why personal and direct contact can be of very great importance in putting across new ideas, for obtaining the co-operation of opinion leaders, decision makers and those with influence, to encourage people to adopt practices which are essential to the changes you wish to make. Personal visits are frequently used as a method of communication. They are, nevertheless, of a delicate nature, as the visitor is trying to enter a private domaine in order to relay a message which might not have any relevance to the inhabitants' immediate concerns. The response and co-operation of those visited will depend on how informaiton and new ideas are put over by the visitor. A visit must therefore be well thought out so that the objectives of the visit can be attained. Also, the visitor, who is a type of messenger trying to reach a target, must make sure his message is in understandable language in order for it to be accepted. Language, here, not only means verbal expression, but the whole range of terms in the vernacular, specific to the culture of those concerned.

The choice of means must be guided by the nature of the target group and the conditions in whic it will be employed in the field. It is also important to evaluate the impact, and to design supporting action to consolidate the effects.

Boubacar Sock
UNICEF Regional Advisor
   in Social Communication