

*KENDAL*

REPRESENTATIVES' MEETING AND CONSULTATIONS

6 - 10th April, 1981

Nairobi, Kenya

A G E N D A

Subject:

Introduced by:

Monday, 6th April

(Venue: Conference Room, Gigiri)

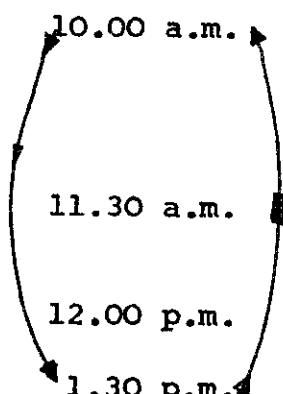
- 9.00 a.m.      Role, Function and Organizational Status  
of the Regional Office - e.g. Decision-  
Making on Regional Programmes      ....      Knutsson/  
Iskander/Ahmed/  
Bennett
- 10.30 a.m.      Improving Utilization of Advisory  
Capacity within the Eastern African  
Region      ....      Knutsson / *Reny* / *Don*
- 12.00 p.m.      L U N C H
- 1.30 p.m.      Sharing Information to Improve  
Administration and Management  
Within the Region      ....      Williams/Allan
- 2.30 p.m.      Questions Related to Staff  
Training      ....      Iskander

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Tuesday, 7th April

(Venue: Conference Room, Gigiri)

- 9.00 a.m.      Reorganization proposed by HQs      ....      Mayrides
- 10.00 a.m.      The Unicef Executive Board  
(including Fundraising and Noted  
Project Funding)      ....      Mayrides/  
Schonmeyr/Grant
- 11.30 a.m.      The Unicef Role during the Year  
of the Disabled      ....      Allan/Bennett
- 12.00 p.m.      L U N C H
- 1.30 p.m.      Unicef Role in Emergencies      ....      Dodge/Grant
- 2.30 p.m.      Summary of Meeting; Decisions and  
Discussion of a Report and Follow-  
Up      ....      Knutsson



3.00 p.m. Other Business

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Wednesday, 8th April

(Venue: Conference Room, Gigiri)

- 9.00 a.m. Towards Integrated Programming and Implementation .... Shomari/Hazzard
- 10.30 a.m. PSC Training Project for Communications in Basic Services and PI/Advocacy Strategy . *Balcomb* | Allan/Sock
- 12.00 p.m. L U N C H
- 1.30 p.m. Towards a Practicable Monitoring and Evaluation System - including Social Statistics .... Williams/Edstrom
- 3.00 p.m. The Situation of Women and Children - our Fundamental Concern? .... Hazzard/Lewanika
- 4.00 p.m. Other Business

*Health Resource Group.*

*GSA - Reg representative.*

Thursday 9th April } Informal, detailed consultations at Unicef  
Friday 10th April } Offices, Gigiri

There will be an informal get together for all staff at the UNEP Cafeteria on Thursday, 9th April at 4.30 p.m.

N.B. Names underlined indicate that officer is attending a particular meeting by invitation.

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REPRESENTATIVES' MEETING AND CONSULTATIONS

6th - 10th April, 1981

NAIROBI1. Attendance: 6th through 10th AprilRegional Staff:

|                   |   |
|-------------------|---|
| Dr. K.E. Knutsson | - Regional Director, EARO                     |
| Ms. V. Hazzard    | - Programme Officer, Kenya and Djibouti       |
| Ms. J. Edstrom    | - Programme Officer for Francophone Countries |
| Mr. A. Meager     | - Senior Assistant to Regional Director       |
| Mr. P. Vincent    | - Assistant to Regional Director              |
| Mr. M. Ahmed      | - Representative, Addis Ababa                 |
| Dr. C. Bonanni    | - Representative, Mogadiscio                  |
| Mr. S. Shomari    | - Representative, Salisbury                   |
| Mr. M. Iskander   | - Area Representative, Lusaka                 |
| Ms. S. Prosper    | - Area Representative, Maputo                 |
| Mr. L. Wadstein   | - Officer-in-Charge, Dar-es-Salaam            |
| Mr. C. Dodge      | - Officer-in-Charge, Kampala                  |

New York Staff:

|                   |                                     |
|-------------------|-------------------------------------|
| Mr. J. Mayrides   | - Programme Officer, Africa Section |
| Mr. C. Schonmeyr  | - Senior Programme Funding Officer  |
| Mr. K. Grant      | - Africa Emergencies Co-ordinator   |
| Mr. R. Tuluhungwa | - Chief, PSC                        |
| Mr. C. Graham     | - Recruitment Officer               |

2. Attendance: 8th April and available for consultations 9-10 April

|                      |  |
|----------------------|--|
| Mr. J. Braganza      | - Chief, Supply Section, Nairobi         |
| Ms. P. O'Dea         | - Assistant Project Officer, Nairobi     |
| Ms. S. Kellock       | - Programme Officer, Lusaka              |
| Mr. G. Tete          | - Resident Programme Officer, Kigali     |
| Mr. A. Idris         | - Resident Programme Officer, Djibouti   |
| Ms. B. Trimmer-Smith | - Assistant Programme Officer, Bujumbura |

3. Regional Advisory Staff attending meeting 8th April and available for consultations 9th and 10th April.

|                    |   |
|--------------------|---|
| Mr. K. Williams    | - Statistics Adviser                              |
| Dr. J. Bennett     | - WHO Adviser                                     |
| Ms. V. Hazzard     | - Women's Programmes & Kenya Prog. Off.           |
| Ms. I. M-Lewanika  | - Young Child Development Adviser                 |
| Mr. R. Repp        | - Uganda Co-ordinator - Support Group Emergencies |
| Mr. A. Johansson   | - Vehicle Management Adviser                      |
| Mr. D. Allan       | - Chief, CIS                                      |
| Mr. B. Sock        | - Regional PSC Officer                            |
| Mr. J. Braganza    | - Chief, Supply Section                           |
| Ms. M. Labuschagne | - Administration                                  |

KENDALL

ADMIN/FIN CONSULTANT.

NOTE ON THE ROLE AND WORK METHODS OF UNICEFADVISERS ON THE USE OF COMMUNICATIONTECHNIQUES IN PROJECT SUPPORT

By

Boubacar Sock

Regional PSC Officer

1. Attempt to Define the Role and Function of PSC Officers

We talk a great deal about mobilising the population to undertake development operations. But we often forget that this mobilisation involves a voluntary commitment which has to be created by methodical promotion of awareness and education based on respect for the personality and the needs of the people concerned. These people have to have the why and how of the programmes and projects they are called on to participate in explained to them, and they then have to be shown the benefits they can derive from doing so.

An information and education campaign of this kind cannot be undertaken these days without drawing on modern means of social communication. The problem is how to use these as efficiently as possible so that the effects and results of the programmes and projects will be beneficial to the people for whom they are undertaken.

A local leadership group therefore needs to be identified, or where there is none, helped to establish and organise itself, and given the technical advice to enable it to carry out by itself the direct promotion campaign in the local society. This seems to be one of the main functions of PSC officers, who may also in some cases help programme officers monitor the effects or impact of projects in terms of their social objectives.

What Programme Officers can expect of PSC Officers

On the basis of the indications given in EXPRO-189 (attached) and of what we have learnt from our own experience, here are, among other functions falling within their competence, what seem to us to be the main contributions programme officials are entitled to expect of PSC officers:

- Advise on project formulation so that socio-cultural problems are taken into account from the outset, in order to avoid them becoming obstacles to the effective conduct of the project;
- Help define clearly the place and role of communication techniques in project implementation, and prepare the different decision-making, design and implementation levels, as well as the different publics concerned, to take over responsibility for the whole range of motivational programmes. It is important to get away from speaking of a UNICEF project in a country or a Government project in a rural or urban community, and to do so not only on the level of words, but by putting the beneficiaries in a position where they see themselves as fully responsible for the promotional activities they agree to undertake or which may be put forward for their consideration;
- Help in the concerted planning of awareness, information and education campaigns, by seeing to it that the use of communication techniques does not disturb the cultural patterns of the target groups, but rather helps to promote them in a dynamic way. This will involve applied research, which should not delay the actions undertaken, but accompany and enrich them.
- Advise programme officials to provide suitable equipment for recipient countries, i.e. equipment which is standardised and easily repairable by technicians available in the country itself;
- Help test a new type of teaching material designed by nationals or proposed by manufacturers of audio-visual aids. The point is to combat the tendency for teachers to be enslaved by whatever new gadget is proposed to them, instead of suggesting to the manufacturers prototypes based on the requirements of actual teaching and on the level of understanding and perception of the individuals and groups at whom the educational message is aimed;

- Help clarify the types of activity to be undertaken within projects depending on the target groups and the means to be employed. A distinction must be made between a campaign to mobilise opinion and a campaign to mobilise efforts to carry out specific tasks or instal a collective infrastructure. Likewise, these two types of campaign are different from a social awareness and motivation programme designed to encourage informed participation by individuals or groups;
- Help them analyse the obstacles and difficulties which hamper effective use of the means of social communication for educational purposes. These obstacles may stem from cultural factors, from administrative structures that are poorly suited to the needs of development, from a lack of cadres or a lack of commitment on their part, from an inadequate teaching system or an inappropriate use of technical means, or even from a wrong choice of these means;
- Help draw up, together with national cadres, training or refresher courses to meet the needs of specialised sectors or to improve systems of coordination, especially in horizontal terms.

#### What PSC Officers expect of Programme Officers

Constant discussions to develop a perfectly harmonised way of approaching problems and a common pattern of reaction to all situations or obstacles which may interfere with the success of UNICEF field assistance programmes. The job of programme officers is to bring all UNICEF's skills to bear on programmes and projects by creating the most favourable conditions for cooperation between advisers and their national counterparts. They therefore need to assess the appropriateness of calling on the services of advisers, in the light of the fields related to their competence and of the nature of the project. Let us try to systematise this necessary cooperation between specialist advisers and programme officers into three points relating to project support activities using the means of social communication:

- A real desire on the part of the programme officer to involve the PSC officer in the various stages of programme and project negotiation, formulation and execution. This cooperation, from the conception of the project onwards, is all the more necessary in that all UNICEF's assistance programmes relate to the social sector, and generally call for the participation of the communities concerned;

- Provide the PSC officer with appropriate means of action and facilities for making contact with socio-educational structures and with the national cadres involved in the implementation of their country's development projects;
- Allow the PSC officer to follow up on programmes that have been put into operation, to enable him to consolidate the working relationships he has established with his national counterparts. This also involves giving him the means of applying the recommendations he may see fit to formulate during initial missions to identify and analyse the social needs and obstacles in the countries concerned.

#### A Topical Issue in which PSC Officers might become involved

According to the Directors General of both UNICEF and WHO, the health aspects of water supply projects are not currently receiving the attention they deserve in these projects. It is indeed readily apparent that the technicians responsible for implementing these projects are far more concerned with their technical aspects than with their social and health objectives, although these are the only justification for the active part UNICEF is playing in the implementation of the Water Supply and Sanitation Decade.

Both in the stage of negotiation of projects with Governments and in the stage of their implementation, reference is made to the people affected by them only in terms of physical mobilisation campaigns for work to be undertaken. The prior tasks of persuading and creating awareness in the communities concerned and the need for a health education programme to ensure that the water provided for the people really helps improve their living conditions are often left out of the picture. If we regard this improvement of the social conditions of life for individuals and communities as the basic objective of our water supply projects, we can, by way of example, specify two types of action which are, although their purpose is the same and they should be conducted in concert with each other, different in nature. One of these is the conduct of a campaign to promote awareness among the people and mobilise them to play a part in the process of agreeing on, drawing up and carrying out projects, and the other is the institution, where it does not exist, of a health education programme focusing on the proper use of water and supported by the use of social communication techniques.

The former of these two actions may take place on the following three levels, making concerted use of all information channels and means of creating awareness available:

National Level: The work at this level involves creating greater awareness on the part of decision-making and planning centres with the authority to issue directives and instructions to technical services and administrative offices. The officials of these decision-making centres will have to be induced to take the necessary action for officially informing both of these groups that the project is part of the global effort to improve the people's living conditions. At this level, the information will have to be passed on through direct discussions and inter-ministerial working meetings at which the responsibilities of each ministry will have to be defined;

Regional Level: The task at this level is to stimulate action on the part of all the decentralised technical support and development assistance institutions. Through a well-conducted information campaign, each of them must be brought to understand every aspect of the project, so that they are in a position to answer any questions asked. In short, no detail must be neglected in the effort to canvass and obtain the participation and support of all the cadres who are in constant contact with the communities concerned;

Local Level: This is the most important level, in that the object here is to mobilise the support of the people so that they will participate on a voluntary basis in a campaign to create awareness in their society. Public briefings, radio broadcasts, posters, discussion sessions and all other means of group or mass communication may be envisaged. In all of them, the language used will naturally be that spoken by the people concerned. Consequently, national cadres must be found who are fully awake to the importance of the programme to be carried out and will seek at all times to take cognizance of the specific problems of the milieu concerned.

Where the conduct of a health education programme focusing on water use is concerned, the task is much more one of making use of the various public and private initiatives and bringing them into line with each other than of breaking new ground.



Like any educational system, health education cannot be conceived of in terms of localised, sectoral and time-limited actions. The task is to set up, where it does not already exist, an integrated health education scheme which, while taking water as its main theme, brings together the whole range of hygiene and applied nutrition issues. Indeed, the central aim of health education is to instil healthy habits, promote proper nutrition and create surroundings and an environment conducive to growth and healthy physical and mental development. Thus it is a completely different kind of undertaking from water supply projects, which are technical operations or works to be carried out on a given time scale and in a given geographical location.

### Financing

To date, countries have been called on to make two types of contributions to finance project support activities.

The first has been a contribution to the Communications and Information Service (CIS) budget to pay staff salaries which do not come under the UNICEF regular budget and for the purchase of minor equipment and maintenance. Where this contribution is concerned, there is not really any rule or specific criterion for countries' participation. One country has been asked for US\$15,000, another for US\$20,000 and so on, without any indication of the criteria underlying the need for reasons for the contribution requested. In a time of plenty when it was not an easy task to spend the country allocations, there was no problem in collecting these contributions. Now that each programme officer has to labour over his accounts to meet the pressing needs of countries, there is a real problem in continuing to take from a country's budget any contribution whose purpose is not directly related to that country's programme objectives. Without calling in question the value of PSC activities in countries, the programme officer responsible for French-speaking countries proposes that the countries concerned should contribute to the CIS budget on a percentage basis measured against their budgetary ceiling (see Annexe I). We find the proposal interesting, and put it forward for your consideration in the interests of finding a solution in the light of what the representatives and programme officers expect of the PSC officers in their respective countries.

The second type of contribution involved setting aside a certain sum within the country forecasts to finance programme support activities, especially those requiring awareness and information campaigns to stimulate the people's participation in project implementation. Allocations of this kind enable PSC officers to go rapidly into action, after prior studies and analyses of countries' training and equipment needs in terms relating to the means of social communication.

In 1980, for example, an allocation of \$13,000 made it possible to organise three training sessions in Rwanda, the first for outside producers from ministries, who use the radio service for educational broadcasts, the second for staff in the Ministry of Health to enable them to determine the primary health care situation better, and the third for managers of grain-storage facilities built with UNICEF support. Part of the sum was also used to buy teaching aids for "animateurs" working on the water supply project and the Red Cross staff working on the national medico-social "animation" project.

### Conclusion

As can be seen, this note does not deal with the logistic and educational problems relating to training programmes for communicators at the regional or sub-regional level. A regional project dealing with this type of training is currently being negotiated with the Kenya Institute of Adult Education. Clearly, the PSC officers of the region should be involved in the implementation of a project of this kind, particularly since it will operate in the countries in which they work. In the African context, a regional programme of this kind should make it possible:

- To study in greater depth the possibilities and limits of modern means of social communication in rural African society in the period of rapid change it is going through;
- To devise a new pedagogic approach suited to the characteristics of the countries concerned and the different fields of activity;

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- To compare the results of the various ongoing studies and experiments in order to avoid duplication or waste of increasingly scarce resources.

The task is thus to evolve a new strategy, drawing on applied research and active instructional techniques, to promote greater effectiveness of the social development projects in which UNICEF is involved.

Boubacar Sock,  
Regional PSC Officer,-

Nairobi, 24th March, 1981.-

BS:sac

23 October 1970

TO: Field Offices

FROM: Charles A. Egger

SUBJECT: Communication techniques for implementing projects

Recently there has been a renewed interest in the use of modern and traditional communications techniques to improve the implementation of projects in which UNICEF is participating. There has been by now much experience in using a variety of media - posters, leaflets, filmstrips, puppet shows, radio, moving pictures and, more recently, simple television circuits. It is well established that if these various media are intelligently used and, especially, if the materials used are adapted to the specific audiences to be reached, they can be very effective, both for technical training and for popular education in the objectives of a project.

The purpose of this circular is to remind you that UNICEF can assist in the introduction of communication techniques and materials as part of our programme assistance to specific activities. This is something we should keep in mind in the planning and development of projects.

Our basic aim should be to help countries develop their own capacity to produce these materials. Some countries already have rather well-developed film industries which provide technical resources we can tap. Many more governments have some sort of technical service for producing audio-visual materials, sometimes on an inter-departmental basis, but more often attached to a particular ministry or department. Some governments use these services to acquaint the public with the country's development goals and to encourage greater community participation.

Most countries have a broadcasting service in the national language and often in regional languages as well. With the advent of the transistor radio, the mother in an isolated village is almost as accessible as the mother living in a city. Radio, therefore, should be the obvious medium to use in project support.

While it is recognised that programmes to promote change in rural areas cannot approach complete coverage without the help of the mass media since these countries do not have sufficient trained people to put an extension agent in every village for personal contact with the people (and persuasion), the - so far - limited experience has shown that the use of radio and other mass media alone can only create awareness and interest, but is not very effective in the more advanced stages of persuading the public to adopt changes. Hence, radio and television forums have to be organised to follow up on the awareness and interest of the people.

A prerequisite for such a service is trained staff. The training should not be limited to production techniques but should include sufficient orientation in the social sciences so that the people in charge of production will be able to ensure that the materials produced get through to the intended audience. We are not aware of the existence of many training facilities in this combination of skills in developing regions. This is probably the chief obstacle to the creation of good services for producing audio-visual materials in the field. In many countries, therefore, it may be necessary to look to the Specialised Agencies and/or other technical resources to provide advisers who, inter alia, could train national staff. In this context, there may be situations where it would be appropriate for UNICEF to contribute to the costs of training in the country, or to provide a cash subsidy for a limited period to help get such a service established.

So far as equipment and supplies are concerned, the various guide lists already indicate the kinds of material aid which UNICEF has been supplying for this purpose. They are summarised in the annexe to this EXPRO.

In Asia, a special unit is being supported jointly by UNICEF and UNDP to provide a regional advisory service in "project support information". This unit may, on request, assist governments in Asia to develop their own services. On occasion it has also itself produced certain audio-visual materials for UNICEF-assisted projects. There are at the moment, aside from the experimental assignment of a communications officer to the New Delhi office, no definite plans to establish similar units in other regions. The UNDP's endorsement of this type of service is set

out in a circular from Mr. Myer Cohen to all participating and executing agencies and UNDP Resident Representatives, dated 30th January, 1969, copy attached.

Some governments might be interested in establishing such facilities, or expanding existing ones, to support on a national basis certain key fields of development. UNICEF might be able to assist with this, provided the activities were in fields of concern to children and adolescents. (This is being examined at the present time in Kenya.)

When new projects of a long-term nature are being prepared, we would ask field offices to examine how project support could be worked into the framework of the plan of operations (including the financial implications) so as to create a greater awareness among officials of the need for better services for the upcoming generation. This would also assist us in the very necessary process of "educating" and involving communities, and in particular parents, in such activities. We not only must reach that segment of the public, we must also convince them that children are a country's best investment as its future economic and social development will depend on them.

We know that this is a difficult task, but we would ask you to look into existing possibilities and to let us have your views. We would also welcome any suggestions you might have.

30 January 1969

TO: All Participating and Executing Agencies  
and UNDP Resident Representatives

FROM: Myer Cohen, Assistant Administrator and  
Director, Bureau of Operations and Programming

SUBJECT: Communication Components in UNDP (Special Fund)-assisted  
Projects

I. Introduction<sup>1/</sup>

1. Government projects assisted by the UNDP (Special Fund), according to General Assembly resolution 1240 (XIII), are intended to "lead to early results and have the widest possible impact in advancing the economic social or technical development of the country or countries concerned". Experience has demonstrated that the achievement of these objectives often requires effective communication with identifiable segments of the population that are -- or need to be -- directly involved in projects. For individual projects, the groups to be informed and motivated range from a few decision-makers or development implementers, to the inhabitants of a large sub-region: or from a small corps of extension agents to widely dispersed industrial or agricultural producers.

2. Communication support for the attainment of project aims is a normal responsibility of the national and international staff engaged in project implementation. In many projects, this responsibility is being adequately discharged. However, numerous other projects, in their

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<sup>1/</sup> This circular memorandum is an outgrowth of the discussions on project support communications at the second Global Meeting of Resident Representatives, the October 1968 session of the Inter-Agency Consultative Board, and during special consultations with several Participating and Executing Agencies in late 1968.

conception and execution, may suffer for want of an appropriately phased communication programme. The following procedures are outlined as guidance for Resident Representatives and the Participating and Executing Agencies in the establishment with governments of such a component in UNDP (Special Fund)-assisted projects which require communication support for their success.

## II. Definition of a Communication Component <sup>2/</sup>

3. Broadly considered, communication support is intended to reinforce the project as an effective institution and to extend its impact in related communities, for example by:

(a) Strengthening the project nucleus -- including orientation and motivation of decision makers and project implementers; promotion of necessary inter-ministerial cooperation; attraction of counterpart support, including staff; equipping the project to produce locally-attuned training and demonstration aids; training of future instructors, extension agents and similar personnel in effective communication; stimulation of necessary project continuity and expansion; or other actions to improve the internal cohesion and thrust of the project.

(b) Informing and mobilising the larger project communities -- including measures for improving trainee recruitment and graduate placement; promoting awareness of the services offered by an assisted institution among employers, educators, local populations, etc.; diffusing innovations and project research findings and encouraging their acceptance and use; informing project communities, sectoral and geographical, of forthcoming development schemes that will change their living patterns and livelihood; fostering local understanding, cooperation and participation in the attainment of project purposes; encouraging follow-up

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<sup>2/</sup> A further description of project support communication is circulated with this memorandum as a background paper.



investment; helping local change "agents"; such as middle-level administrators, teachers or voluntary organisations, to play their role in extending the project's efforts; or other similar motivational and educational activities to bring about appropriate attitudes and actions in key segments of the population.

4. For such purposes, a project support communication component may require provision for some or all of the following elements in the relevant sections of the Plan of Operation and budget:

- (a) research, advisory, training, production, or other related services by national and international communication personnel in the field, including assistance in the dissemination, utilisation and evaluation of communication materials;
- (b) the supply or production of local and imported communication materials and equipment;
- (c) local and on-job training and, where necessary, fellowships for study in the region or abroad, including training and orientation of both project implementers and associated communication personnel in communication requirements and methods.

The size and composition of the component will vary according to the needs of each project for national and international services and supplies.

### III. Planning and Financing a Communication Component

#### A. Appraisal of project communication needs

5. If a new project request gives insufficient attention to essential communication support, Resident Representatives and other UNDP and Agency staff should, in cooperation with the government, identify such needs and propose ways of meeting them by using or strengthening local services and facilities. Where necessary, an adviser on communication needs may be included in a fact-finding or Preparatory Assistance mission.

6. All approved projects should be examined periodically to determine whether they may be falling short in their impact for want of communication support. When such requirements are delineated and cannot be met from the existing government counterpart and UNDP project budgets, recommendations may be made for the necessary revisions in the Plan of Expenditure.

7. A suggested checklist for use as a general guideline in the appraisal of project communication needs is given in the Annexe.

B. Government counterpart and UNDP responsibilities

8. The main responsibility for ensuring adequate participation by project communities rests with the government, which accordingly is expected to make the maximum possible contribution from available resources for the project communication component. This would include equipment, supplies and facilities and the services of national staff in such fields as communication planning and materials production, as well as related specialists in sociology, education and extension who are required as part of an effective project communication programme.

9. If the communication capabilities of the government Cooperating Agency are inadequate, other qualified governmental or non-governmental services and institutions should be called upon for assistance and their role spelled out in the Plan of Operation. Thus, where communication advice or production and distribution of communication materials (e.g. films, filmstrips, posters) is necessary, information ministries or national audio-visual production facilities outside the government Cooperating Agency may be brought into service.

10. Over and above the available government counterpart contribution, UNDP financial assistance for the creation or strengthening of national communication services needed by the project may be essential to the full attainment of project objectives. This may include the necessary man-months of international staff, related equipment and fellowships. The expert provision may vary from only a few consultant man-months in certain types of projects, to several man-years for one or more experts in projects such as rural development.

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11. The budgetary provisions for personnel services, equipment and supplies, fellowships and consultants will be included within the standard headings of the UNDP and government project budgets. The Plan of Operation should spell out the objectives, means and phasing of the project communication programme in relation to the technical, economic and/or social development activities and goals of the project.

C. Implementation of a project communication programme

12. The preparation and execution of a project communication programme must necessarily be the responsibility of all project staff, where necessary with additional support from specialists in communication and related fields.

13. Often the first step, if not already taken during the appraisal of the project request, is to gather information on underlying attitudes, traditions, socio-economic or other obstacles which are likely to be encountered in actively introducing the developmental changes sought by the project. These factors must be taken into account not only in formulating the objectives, approach and content of the communication programme, but also in the very design of the project itself.

14. In all phases of the communication programme, one important objective is, of course, to provide maximum demonstration, on-job training and practical assistance in communication for local staff associated with the project. Not only is it indispensable to draw on their knowledge of local conditions, populations and communication channels; it will also be essential to develop their capability to continue and extend the work of project support communication following the period of UNDP assistance.

15. Where the production of communication materials is required, it will frequently be necessary to prepare complementary and supporting materials for several media, including both information media and interpersonal media such as extension workers. For example, a project support film for use in rural areas may need to be accompanied by advance announcements, follow-up pamphlets and related instructional materials such as filmstrips or slide sets; in fact, such a film would only be useful as a focus or starting point for a broader campaign of concrete governmental and community action, including the necessary local leadership and other inputs such as agricultural supplies and services. The

suitability and utilisation of the personnel and materials employed in the communication programme should be checked periodically to see whether they are aiding the project as intended and whether modifications are required in the light of experience.

MEMORANDUM

19 January 1981

TO: Mr. B. Sock, Regional PSC Officer, EARO

FROM: Judith A. Edstrom, Programme Officer, EARO

SUBJECT: Contribution to PSC Overheads

Further to Mr. Knutsson's memorandum of 18 November 1980 to me regarding contributions to PSC overheads, I reiterate my concern that contributions from country programme budgets be pro-rated according to the planning ceilings of each country.

I note that, according to PRO-65, the 1981 country ceilings for the following countries are approximately as follows:

|            |                |
|------------|----------------|
| Kenya      | \$ 1.4 million |
| Malawi     | 1.1*           |
| Ethiopia   | 6.9            |
| Zimbabwe   | 2.0            |
| Uganda     | 2.8            |
| Somalia    | 0.8            |
| Mozambique | 1.0            |
| Tanzania   | 3.9            |
| Mauritius  | 0.2            |
| Burundi    | 0.9            |
| Madagascar | 1.0            |
| Rwanda     | 1.0            |
| Comoros    | 0.2            |
|            | <hr/>          |
|            | \$23.2 million |

Since the ceilings for Burundi and Madagascar account for 4 per cent of the total, the contribution to the 1981 PSC budget of \$200,000 from these countries' budgets should be in the same proportion, or \$3,000 per country. I would be glad to authorise up to \$10,000.

I do not think it is fair to earmark anything from the Comoros budget. I am sure Mr. Tete would agree to a contribution from the Rwanda budget along the same pro rata basis as for Burundi and Madagascar, and I will pass on your memorandum to him for his final approval in regard to Rwanda.

\* Included in your list of PSC contributing countries. Otherwise Southern countries are excluded.

c.c. Ms. B. Trimmer-Smith  
Mr. G. Tete

JE/cj

RM/3.23/81/4

PAPER FOR PRESENTATION DURING UNICEF COUNTRY REPRESENTATIVE'S  
MEETING TO BE HELD AT EARO, NAIROBI FROM 6th TO 10th APRIL 1981

Working Paper on Regional Appropriate Technology Programme

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## Introduction

The concept of using available materials, skills and knowledge to resolve man's basic technological problems is as old as man himself, however, the modern application of this concept by aid organisations is quite recent. Since development assistance began, most organisations regarded aid as an opportunity to introduce and make available the technological wonders of the first world which when applied to the third world, would provide a short-cut to development. The process has not worked and the gulf between the first and the third world is widening. The reasons are simple; the imported technologies and the skills and back-up systems necessary to work them proved overly sophisticated and was economically unsound for the beneficiaries. There is a long history of technology inputs which have failed once the donor's financial and technical support was withdrawn.

More recently a number of aid organisations examined the concept of appropriate technology as an alternative method for project implementation. The concept made sense from the point of view of the beneficiary in that it embraced the use of locally available materials and skills to develop low-cost, socially and environmentally acceptable technologies applicable to project implementation. From the donor point of view, the community participation in project development and implementation insured an understanding of the process and vested an interest in project continuity when donor assistance was eventually withdrawn.

In 1975 the UNICEF Executive Board identified appropriate technology as an activity which showed tremendous potential for new self-sufficient approaches for assistance to children. The Eastern Africa Region was chosen as the focal point for an experimentation project with the resultant creation of the Karen Village Technology Unit in 1976.

An evaluation of the UNICEF appropriate technology experience was carried out in late 1979 and early 1980 and the results were presented as the basis for discussion in an inter-regional workshop held in March 1980. The workshop recommended not only that UNICEF should continue this innovative approach in the field, but that it should also develop an inter-regional resource of personnel and experience to benefit the organisation as a whole. Subsequent discussions with programming staff within the region and with senior staff at the Stirling Forest Meeting in New York determined that further analysis of the UNICEF approach was necessary, and that a UNICEF profile should be developed as part of the organisation's overall policy. As a result a programme proposal encompassing both practical field work and experimental work, was presented to the Board in early 1981.



## The Programme Proposal

The programme proposal presented and approved by UNICEF Headquarters was divided into two sections. The first dealt with the continuation of the present programme activities which led up to the submission of the proposal, with stress given to practical work and the expansion and extension of diffusion of proven devices. The second section was primarily devoted to an experimental programme which was designed to research worldwide AT field project work, both theoretical and practical which would eventually become the basis for an overall UNICEF profile. Both sections were to run through to the end of 1982.

Continuation of the present programme. With the recognition that a number of aid policies are simply not delivering the necessary goods to the people at the grass roots level, an increasing number of governments are requesting community level AT assistance. The AT on-going programme has already made progress at this level in several countries of the region, but it is now felt that this particular activity needs further development and extension. Therefore, the thrust of present activities will be to continue to advise and support country AT programmes, bearing in mind the following objectives:-

- (i) To increase the awareness of appropriate technology as a tool to implement basic services goals.
- (ii) To broaden the range and variety of technologies available to Programme Officers for use in Basic Services projects, with due consideration for UNICEF priorities and available resources.
- (iii) To maintain and improve the capability to test and develop technologies identified through community work by Programme Officers and to identify technologies to solve specific problems experienced in the field.
- (iv) To maintain and improve the capability of supporting Programme Officers in the planning, preparation and implementation of Basic Services projects using AT.
- (v) To develop criteria for evaluating and monitoring the effectiveness of AT within basic services projects with due consideration of concurrent work being done in the survey.

The experimental programme. A number of fundamental questions on the future direction of the AT programme were raised in the evaluation report, the inter-regional workshop and by UNICEF staff, both in the programme and at Headquarters. Many questioned the role of the programme which seemed, to some extent, to operate in a vacuum and it was thought that it was time to bring the activities into the mainstream of the UNICEF strategy for basic services. Specifically, what was needed was substantial answers to the following:-

- (i) How should a truly community-based "technology change" process be identified and supported?
- (ii) How should such an AT strategy be formulated in order to fit into the fundamental goals of UNICEF? In other words how should a "UNICEF-profile" approach to AT problems be achieved?
- (iii) How could such an AT strategy fit programming practices of UNICEF and thus become a true instrument for programme support.
- iv) What new programming practices need to be developed in order to utilise a UNICEF AT strategy to develop an organisational policy which will fulfil the fundamental goals of UNICEF? The experimental programme will furthermore be expected to touch on the particular issue of AT being used in basic services programmes at community level and the problems (and solutions) relating to:
  - (a) Organising action at community level.
  - (b) Funding of community projects which benefit women and children.
  - (c) The implementation of skills transfer activities and particular attention to the problems involving women.
  - (d) The selective use of communication media and methods for the transfer of AT concepts and skills.
  - (e) The particular monitoring methodologies required to evaluate basic services projects using AT.

The experimental programme's plan of action reflected the need to deal with these problems and called for the assistance of several highly experienced consultants to help in designing and implementing a workplan leading to a comprehensive policy recommendation. The first such consultant, Dr. Aklilu Lemma from the UN Centre for Science and Technology, paid an intensive visit to Kenya, Ethiopia, Zimbabwe<sup>1</sup> and Swaziland making field visits to projects and opening up dialogues with UNICEF regional and country personnel and government officials. His conclusions drawn from experiences during the visit, as well as previously listed background material are as follows:

1. Identification of traditional technologies in different parts of the world, as well as old technologies from the pre-industrial revolution period of the developed countries, for further modification and sharing with countries that could use those technologies for their current needs.
2. Concerted efforts on village level need identification, search and study of traditional methods of doing things, assessment of cultural and social values with regard to new methods and technologies to be introduced, and promotional and educational activities at the rural community level.

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<sup>1</sup> A brief stopover was made of 2-days duration to meet-up with the AT Resource Officer for the southern countries and attend an ILO meeting on appropriate technology. /...

3. Distribution and application of appropriate technology packages in carefully selected sites in 10 different least developed countries in the East African Region. The project will be launched initially on an experimental basis that could possibly lead to a major global and national effort of a much higher magnitude - to contribute to the "growth from below" or "bottom up" approach of development. Each package will be linked to the existing country programmes in order that it may be an integrated part of the overall approach.
4. Based on the felt needs and priorities set by the affected community itself, a concerted international effort should be made to diversify the village technology packages, through continued research and development and field testing procedures, for further distribution according to institutional mechanisms that are to be established within the existing framework of UNICEF. For such an R and D effort in village level technology, valuable inputs from the international scientific community and various national and international higher education and research institutions in developed and developing countries, should be sought and appropriately mobilized.
5. Further improvement of the quality and standardization of methods for the already developed and tested "village technology packages", including development of models and prototypes along with appropriate instructional material, for expanded distribution and use in different rural areas.

The foregoing suggestions are simply guidelines on important areas for consideration of this experimental period. Of course, another consultant with new material and new observations will point to other important areas which may have been overlooked, but it must not be forgotten that perhaps the greatest creative resource lies with the UNICEF regional, country and project personnel who are in the forefront, implementing the basic service strategy. For each of these people a challenge is presented to help mould and structure the appropriate technology programme into a relevant and meaningful tool to help achieve their goals for the poorest of the poor.

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ADVOCACY AND INFORMATION

Advocacy is the process by which we encourage others to adopt attitudes and convictions we hold ourselves; information is both the factual content of advocacy and the continuing record of our activities, collected and passed on according to the needs of specific audiences.

Advocacy is the responsibility of everyone in UNICEF to the extent that we each influence others positively or negatively by our words and actions. This means that all staff - newcomers in particular - must understand and support UNICEF's basic policies to present a clear, consistent and convincing image of the organisation and its aims to the countries where we work. Staff orientation meetings, issue-directed discussions, periodic presentations by different sections to explain their work to the rest of the office and circulation of basic information materials to all staff can help in this aspect of advocacy.

Country representatives have a special responsibility as advocates for children, for promoting concepts of social development in general and priorities set by the Executive Board in particular, both among national decision-makers and among representatives of development-assistance donors in the country where they represent UNICEF. This advocacy role is partly filled when the representative is simply doing his job well, but to be fully effective it should include systematically planned approaches, both personal and institutional.

We have all seen how seriously Mr Grant takes his own role as the chief UNICEF advocate. He regularly carries his personal mission to decision-makers in developing and donor countries. He is always accessible to the media: when they don't come to him, he goes to them. He promotes our social development priorities in his frequent meetings with heads of other UN Agencies. "UNICEF is a handful of people with a handful of money. To increase the impact of our work we must strengthen our relations with potential allies among development institutions and NGOs," he says. He encourages us to take part in conferences and seminars related to our concerns organised by others and to organise our own. Such advocacy activities and opportunities already engage UNICEF officers at the regional and country levels. Added to regular and emergency programme tasks, advocacy takes time and thought - but it definitely is an important part of our work.

To budget time and effort spent on advocacy effectively, country representatives must select nationally appropriate priorities among the ones set for us by the Executive Board. General themes well known to us all include Breast Feeding/Infant Feeding; Advancement of the Status of Women and Girls; Water Decade Objectives, including Sanitation, Hygiene and Health Education; Primary Health Care; Community Participation in Basic Services; National Planning for Child Services; Malnutrition/Nutrition; Appropriate Village Technology; Expanded Programmes of Immunisation; Activities Related to the Year of Disabled Persons ..... and so on.

After selecting priorities for advocacy, appropriate formal and informal activities for each priority can be identified and scheduled

in a work plan. Following each formal activity, such as a seminar, it is important that the message of advocacy be distributed as widely and swiftly as possible to the relevant target audiences in the country. (In some cases regional activities are to be preferred because they multiply experience exchanges). This implies the need for each office to develop a reports writing capacity and a good distribution list. Such a list can also be very useful in spreading other UNICEF information materials.

The regional information office in Nairobi can be called upon to help any country offices in any of these aspects of advocacy. The regional office likewise needs the advice and cooperation of country offices in planning regional activities.

Information overlaps with advocacy when it comes to preparing and distributing the messages of advocacy through any of the many channels and media of information. Information has other functions, of course, which not only require cooperation among UNICEF offices at the country and regional levels, but also worldwide. Ideally, each office should have someone responsible for such information tasks as preparing and distributing local press releases, assisting visitors from the media, national committees and NGOs, distributing UNICEF information materials received from headquarters and interesting local media in publicising what UNICEF does in the country ... and why. Where this ideal situation exists, the regional information staff is available to help as needed; where it does not exist, the main responsibility may fall on the regional staff, guided by the country representative.

UNICEFs Information Division worldwide is generally charged with the tasks of advocacy and support for fund raising. Regional and country information officers are regularly given assignments by headquarters that reflect information needs in other parts of the world or the requirements of a UNICEF publication, a national committee campaign, a media request or whatever. Sometimes the regional office is caught between the demands coming from outside and the capacity of a country office to help us respond. Constraints include government sensitivities or regulations, inappropriateness of the request or inconvenience of timing, lack of staff or vehicles for support, a past history of poorly prepared missions and even, it must be admitted, the occasional resistance of some UNICEF staff. These factors cause problems to us all, from headquarters to the regional and country levels. They will always cause problems, and this is the time and place to do what we can together to learn how to manage them.

From the days of Brian Jones through Aida Gindy and the present Director this regional information office has been unanimously acknowledged to have the best record in UNICEF for productivity, cooperation and results. Naturally we are anxious to preserve and build upon this reputation in all ways that will enhance UNICEF's ability to serve children and advance development in the 19 countries of the region.

One way is Project Support Communications - PSC - a major information responsibility dealt with elsewhere in this meeting. PSC is a regional

advisory service mainly supported by programme funds. Information, on the other hand is normally charged to the administrative or 'overhead' costs of UNICEF, the part of the budget we strive to keep below 8% of global expenditure. This means there is always a tight rein on information posts and expenses. We try to supplement resources by sponsored JPO and UN Volunteer staff. This region has two professional posts in the Communications and Information Services, the Regional PSC Officer and the Chief of CIS. Recently the staff of CIS/EARO has been cut back as we lost two JPO posts and one PSC L-level post, while gaining for one year an L-level information post assigned to the emergency situations. This comes at a time when we are asked to help raise some \$43 million for emergency-affected countries and a host of important Noted projects in the region, plus cope with an abnormal number of media missions and headquarters information assignments related to the emergencies. A UNV information post vacant for more than a year is now being filled.

Faced with this situation, which of course also weighs heavily on country programme officers, we hope to take advantage of the offer of one Italian JPO post in information for Somalia and one Norwegian JPO who could be outposted where most needed in the region. Your advice is solicited on the location. At the same time, we ask for flexibility and cooperation from country offices in sharing some information costs related to fund raising and emergencies: you have the budgetary resources, ours are small. Since CIS staff share the workload without rigid distinction between PSC and Information, it seems both possible and justifiable to apply country programme funds to advocacy and information work. This is a point that should be discussed at this meeting.

We believe that information should not only serve fund-raising and media national committee/headquarters requests but should also serve general advocacy and programme objectives at the national level. This includes assistance in preparing country information kits, development-oriented materials for children in schools and through children's magazines, radio and television, spreading information about UNICEF in the national media, among decision-makers and national NGOs, support for national-language versions of UNICEF basic information materials and convincing media visitors, such as film crews, to contribute some assistance to projects of the host government. Media missions are increasingly seen as exploiters of the host country. Feedback is scarce.

Against the background of these points, we raise the following questions for discussion:

- Does your country office have an advocacy work plan and priorities? If so, what assistance from the regional office is needed?
- What themes for advocacy have priority in your office? What supporting UNICEF materials do you use and what comments have you about materials available?
- Can you give us your distribution lists for advocacy/information materials? What do you receive directly from headquarters and

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what do you wish Nairobi to supply you in bulk or distribute directly to your lists?

- Please comment specifically on the usefulness of UNICEF News, Ideas Forum, Facts About UNICEF, the UNICEF Annual Report, Country Kits, Theme Kits (Water, Disabled, etc), press releases, films and other materials produced outside your country.
- Do you have a person responsible for information and distribution in your office?
- What is your office's capacity for assisting media visitors and what are the official and other constraints? What projects in your country are suitable for information exposure?
- What assistance would you welcome from the regional office in fund-raising? In promoting UNICEF's image nationally? In other ways?
- What is your most successful local/national information activity?

HOW TO ACHIEVE GREATER INTER-SECTORAL CO-OPERATION IN  
PROGRAMMING

by

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"Recipe for Success"

One of the major constraints on the development of a truly integrated, inter-sectoral "package" of services for children is the fact that most Governments are organized sectorally. Although, it would seem, many Government officials are aware of the benefits of a cross-sectoral approach, as members of their own departments, they are often unwilling and/or unable to achieve this. One, already tested, way of achieving a greater inter-sectoral approach is, to "liberate the officials from the bureaucratic sectoralisation in which they find themselves".

Many senior Government officials are keen to try new ways of planning and programming and can be receptive to an organisation like UNICEF approaching them with \$ x million over and above their internal resources. Co-ordinating Ministries such as Planning and Development are often particularly aware of the problems of over-sectoralisation and keen to take a gamble with other people's money (UNICEF's) to try to achieve a more integrated approach. These co-ordinating Ministries are often powerful, especially where finance is one of their functions and as such they are able to "select" 2 or 3 individuals from each of the Ministries with which UNICEF needs to co-operate. The criteria for their selection should be:- middle level officials able to devote time to planning the utilisation of UNICEF resources (this depends on the



relative importance attached to the UNICEF input by Government); officials with field experience who have "risen from the ranks" (they will by virtue of their experience in the field be somewhat "problem oriented and aware of the need for greater inter-sectoral action; having "risen" we hope they will be bright and ambitious); having the confidence of their superior officers and non-bureaucratic approach.

Having obtained around 12-15 people in this way, add 2-3 UNICEF staff armed with PRO-25, add to this group of 14-18 people another 10 or so rather senior Government officials and hold a 3-4 day workshop outside the capital city (avoids distractions) and in a nice environment (assists rapport). The workshop should consist of 5-6 very practical sessions in which participants are first asked to, AS AN EXAMPLE, select a list of 10 problems facing children (these can range from high infant mortality, low female literacy, measles, malnutrition, lack of pre-school stimulation etc.) They are then asked to decide on 4-5 criteria for determining the priority order of these problems (magnitude in terms of number of children affected; severity in terms of effects on future development of the child; amenability to solution; interaction with other problems; community felt need etc. The third step is to have the workshop (3-4 groups) decide in each group the priority order of their problems. The fourth step to set some tentative strategic objectives, e.g. "to reduce the IMR from 85 to 50 in 10 years time". The next step - to formulate a strategy to achieve the objectives, the penultimate step to undertake a feasibility and constraints analysis of the strategy and the final step, details of project formulation. Having completed the workshop, the group of officials would then go through the same process in real life. It may be worthwhile to split the 14-18 people who will actually do the

work into 2 working groups (too many cooks spoil the broth). The working groups should consciously avoid sectoral breakdown. One group might deal with an age group 0-5, and the other 5+. Each group should contain representatives from all participating Ministries.

When each group has gone through the detailed planning process a well integrated plan should emerge. The working groups will have generated a sense of group identity, irrespective of Ministry; the Education man will concern himself with the necessary "Education" to reduce IMR etc. and the Health man, the necessary Health input to water supply etc; the logical planning process should encourage inter-sectoral co-operation because the process is child problem oriented rather than "institution oriented" and the groups will have worked outside the bureaucratic structure. It is, of course, necessary during the project formulation phase to clearly specify an administrative structure for each province so that the whole programme can be "reinserted" into the bureaucracy for implementation.

The strategy proposed in paragraphs two through four, will not naturally lend itself for implementation in every country. In other countries it might be necessary to look for a Ministry other than Economic Planning and Development, as an "entry point" and later on being in Economic Planning and Development. Also the need for a free and clear flow of information among the members of the Co-ordinating Committee, is especially important in order to increase the team spirit and an understanding of each others sectors, potential contribution in support of an activity. The emphasis should be on problem identification rather than on institutional development. In; this regard it is especially important to facilitate actual problem situation identification, as a team, through field observations, joint discussions on the problems and thereafter going through process three and four mentioned above.

HOW TO ACHIEVE GREATER INTER-SECTORAL CO-OPERATION IN PROGRAMMING

BY

V. Hazzard - Senior Programme Officer, EAEO

There appear to be at least two approaches to planning UNICEF co-operation with any given country. One, and probably the most typical, is the ministerial approach based on the well-known areas of concern to UNICEF - health, basic education, water, nutrition, etc., which fundamentally means that individual ministries are the focus of the advocacy and development of programmes which will benefit children. Another is taking the child as the centre of a major planning exercise and examining all their needs as integral parts of the larger community and nations. This can effectively introduce the necessity of working with many more ministries than UNICEF has traditionally done and poses the problem of a structure or structures to work out co-ordination across the Board.

Perhaps Zambia and Ethiopia can best describe how they have worked this latter approach out - an interministerial structure, working with individual ministries, or other methods.

UNICEF is faced with the problem, in carrying out a planning exercise, of having its focus almost exclusively on social development with little, if any, correlation with the economic. What to do?

Another approach, which is possibly in between the relatively narrow ministerial approach and the very broad intersectoral client (the child) approach, is the sectoral or inter-ministerial approach. In this case planning is done with a group of ministries whose mandates cover the same sector. For example nutrition, the components of which may be implemented by a ministry of Agriculture (extension worker), Ministry of Commerce (imports, pricing, exports), Ministry of Health (nutrition, rehabilitation), Ministry of Social Services (community participation and education), Ministry of Urban Affairs and others.

Perhaps the best way to explain this third approach is to use Kenya as a sort of case study. For the planning exercise that was carried out in 1980 to prepare the Recommendations covering the 3-year period 1982-84, the following steps were taken:

1. Working with the Ministry of Economic Planning and Development (MEPD) it was agreed that in several of the substantive areas for which UNICEF would be asked to co-operate, there was no one ministry that carried on activities totally independent of other ministries.
2. At the first meeting called by the Ministry of Economic Planning and Development, it was proposed that UNICEF provide assistance to sectors rather than ministries, but that in each sector one ministry would be the lead ministry. After considerable discussion by the ministries represented, the sectors were agreed upon, lead ministry and ministries participating were determined as follows:

|         |                               |               |
|---------|-------------------------------|---------------|
| Health: | Ministry of Health            |               |
|         | Basic Education               | )             |
|         | Social Services               | ) Handicapped |
|         | Ministry of Water Development |               |
|         | Local Government              |               |

**Nutrition:** Ministry of Agriculture (Nutrition education)  
Social Services & Culture (Nutrition rehabilitation)  
Health (Nutrition education)  
Local Government (Urban nutrition)

**Pre-school:** Ministry of Basic Education  
Social Services and Culture  
Local Government

**Appropriate  
Technology:** Ministry of Labour (Village Polytechnics)  
Social Services - Women and Family Life Training Centres  
Ministry of Agriculture  
Kenyatta University College

**Monitoring/  
Evaluation:** Kenya Institute of Administration  
Central Bureau of Statistics  
MEPD (Evaluation Unit)

**Women:** Culture and Social Services  
Urban  
Local Government

Co-ordination of ministries in their actions in various sectoral activities which had as their clientele children and women, was the focus of attention.

3. Although the original thought had been to review total needs without reference to the amount of funds available from UNICEF, at the insistence of the ministerial participants (who had just completed their major planning and budgeting exercise as inputs to the 5-year Plan and were not interested in repeating it), the total amount available was indicated (\$7,000,000 for 3 years). Following this it was ultimately agreed that the pie should be divided on an agreed upon percentage for each sector, using as a rough guide the percentages of the previous 3-year programme, broken down into sectors. Everyone felt easier knowing approximately how much money they would potentially be able to call upon.
4. Following this a series of sectoral meetings were held, called by the lead ministry in each case to discuss and plan a programme of action that would see the activities of each ministry co-ordinated with and/or supplementing those of the other ministries of that sector.
5. In the sectoral meeting it was interesting to see that in activities put forward by each ministry the total often far exceeded the funds available from UNICEF and were in some instances wildly impracticable, but as the meetings and discussions continued the various ministries began to see and assess how the activities of other ministries could in some cases eliminate the need for them to carry out all aspects of service delivery. The Nutrition sector was a particularly good example. They finally began working as a team, planning joint activities and selecting the activities and ministry that could best do the job to reach their objective, e.g. a better nutritional condition of all children.
6. It was ultimately a joint decision of the ministries in each sector, with some gentle encouragement from UNICEF staff, on the way the pie was divided and the assignment of responsibilities for co-ordinated activities.

7. As suggested by some (not all) sectors they would like UNICEF to consider calling sectoral meetings (at least every six months) to assess implementation, problems and possible solutions.
8. It has not been finally decided how best UNICEF can operate in managing the cash assistance flow that will be affecting a variety of ministries. I suspect it will have to be ministry by ministry, rather than just the lead ministry.

This is one attempt to try to find an approach, not just for developing an integrated approach to planning, but to finding an organizational system that facilitates co-ordination in the field. It may not work in total, but a lot will depend on how supportive UNICEF staff are in following up on this first effort at the planning stage. It is hoped that we can discuss advantages and constraints as seen by those at a greater distance from any of the approaches. Obviously the success of any approach will depend on the country attitude and the skill of the UNICEF negotiator.

**"BACK TO BASICS - THE YOUNG CHILD SITUATION"**

BY

INONGE MBIKUSITA-LEWANIKA

PROGRAMME OFFICER

FAMILY WELFARE AND THE YOUNG CHILD

"UNICEF produces Basic Services to children during the first, and in many ways decisive part of their lives". In many ways and in many places, we are not producing the Basic services, that are essential to the livelihood of children.

The present situation of children falls short of the goals UNICEF set out to accomplish. The following statistical estimates reveal that a lot remains to be done in order to improve the conditions of children;

**The Present Situation**

**Malnutrition.** Some 100 million children under five years of age are suffering from protein-energy malnutrition - more than 10 million of them from severe protein-energy malnutrition, which is usually fatal if untreated. In some regions there are widespread micro-nutrient deficiencies, e.g. lack of vitamin A, iron, iodine.

**Health.** An average of only 20 to 25 per cent of the population in developing countries have access to some health services; this means that an estimated 400 million children under six do not have access to health services.

**Drinking water.** Only 28 per cent of the population in low-income developing countries have access to safe water, compared with 59 per cent in middle-income developing countries have no safe water supply.

**Sanitation.** More than 1,400 people of developing countries have no sanitary waste disposal facilities.

**Illiteracy.** There are some 800 million adult illiterates in developing countries. In practice, nearly all children who do not complete several years of primary school remain illiterate.

Primary education. Nearly a third of the children of primary school age in developing countries are not in school. A small proportion of rural children complete four or five years of primary school.

Life expectancy. Life expectancy at birth in low-income developing countries averages 50 years (1977). In middle income developing countries it averages 60 years, and in industrialized countries, 74 years.

Infant Mortality. Of the same 120 million infants born in 1979, 10 per cent will die before reaching their first birthday (giving an infant mortality rate of 100) and another 4 per cent before their fifth birthday. In many developing countries the rate is of the order of 200. In industrialized countries it averages 14.

#### Constraints to Action

Some of the constraints which hinder the provision of Basic Services to children are;

- a) Political structures and the low priority given to children and their welfare,
- b) International and National economic situations,
- c) Administrative bureaucracy in planning, managing and implementation of children's services by International agencies and governments,
- d) Ignorance of the conditions in which children and their families live etc.

#### The UNICEF Role

"The main objective of UNICEF is to cooperate with developing countries in their efforts to improve the situation of their children over the medium and long term.

At the International level, in 1979, the Executive Director stated the case for taking account of children in national development".

While urging governments to include children in their national development plans, UNICEF needs to set the example and pace by putting children at the centre of all their plans and activities.

Any one listening to our conversations or reading our minutes, agenda and programmes may never guess that our work concerns and deals with children. The rhetoric and jargon we use often does not reflect the fact that we are aware of children and their real needs. Our offices and areas of operations are in many cases far removed from where children live. Lack of contact with children makes us unconscious of them and their welfare. Often we are more concerned about ourselves, our pensions, programmes and UNICEF as an institution, but not UNICEF as a service for children.

After some years of operation and some success, it is easy to forget the goals and concentrate on preserving the institution. We need to continually assess our goals and operations in order not to lose sight of children. Our work needs to be demonstrated in practical terms. We need to produce more and relevant services to children, cut out some meetings and lessen the production of paperwork.

In order to serve children effectively, we need to know them. Children should be visualised and dealt with in all their complexity; biological, psychological, social etc. UNICEF workers are not always aware of the children they serve, their social and economic situations, their cultures, customs and language. Sometimes it is impossible to know a person or a child without coming to grips with his(her) culture and language.

Children and their welfare are not always visible at international or national levels. They are not usually included in agendas that discuss issues which affect them. For example, economic matters, food shortages and oil negotiations may not include children and yet they are the first to be affected. Children may not be visible in queues for food, yet they are the first to go hungry.

In addition to knowing children, we need to listen to them. What are they saying and what do they mean? It is not enough to enjoy their songs and play once in a while. Nor is it enough



to buy the UNICEF cards they make. Sometimes we value the financial gains from the UNICEF children's cards and paintings more than the children themselves.

We need to constantly listen to what children are saying in order to know them and serve them better. It is futile to try to help children in isolation from their conditions, families and communities.

For UNICEF, every year should be the year of the child, and every day should be the day of the child.

## Notes on the Role of the Regional Office

### The Regional Director - the Person

There are some inherent ambiguities in the role of the Regional Office as it is described now following the SIAR recommendations.

The responsibility for formulating and managing the UNICEF assistance programme in a country is vested in the country office and the channel of communication for reporting and seeking instruction is directly with New York. The Regional Director, on the other hand has the role of serving as the "Senior Professional Colleague"; he represents the Executive Director in the Region; and he is the formal supervisor of the country representatives.

This situation does create an ambiguity because the responsibility given to the country offices seems to be circumscribed by the formal supervisory role assigned to the Regional Director. There is a mixing up of "staff" function as the "senior professional colleague" and the "line" function as the Executive Director's representative in the region. However, all ambiguities cannot be eliminated from life and it appears that as far as the individual role of the Regional Director is concerned, the individual incumbents of the office have acquitted themselves honourably — except probably in one respect.

For the regular consultation process undertaken in New York, for the purpose of formulating policies and important operational decisions, the Regional Director is regarded as the voice of the field. While the Regional Director in principle is also a country or area representative and he has to be acquainted with the field situation, he is in practice somewhat removed from the field activities and complexities of UNICEF-government relationship in most of the individual countries. Also despite the theory, sufficient collective consultation and exchange of views often do not take place on global policy and operational questions among the country representatives and the Regional Director so that the Regional Director can reflect in New York consultations the view points and specific ideas from the field.

Two remedial measures suggest themselves. First, there has to be a systematic and regular process of consultation in the region jointly among representatives and the Regional Director on questions of both policies and operational issues, the results of which should be systematically passed on to and acted upon in New York. Second, for regular headquarters consultation the Regional Director should be accompanied by at least two of his representative colleagues on a rotation basis. It is unfair on both the Regional Director and the field offices to expect the Regional Director alone to carry the burden of representing the views and problems of the field.

### Functions of the Office

When we consider the role of the regional office as opposed to the role of the Regional Director himself, we are faced with more serious problems. The service functions assigned to the regional office may in principle cover a wide spectrum — assisting development, implementation and assessment of programmes in countries; improving capacities and helping in various housekeeping matters in country office such as personnel management, supply operation, and financial control; and supporting country offices in any emergency situation in which UNICEF is expected to play a role. There are also region-wide service functions such as facilitating exchange of pertinent information and ideas; arranging for staff development and professional growth; representing UNICEF and carrying on dialogue on substantive issues with regional international organisations, professional bodies and research and knowledge centres. It is quite clear that the regional office, at least the one we know, is very far from being equipped to discharge its responsibilities.

### Elements of A Solution

There are different possible approaches conceivable for strengthening the service functions in the region. A viable approach for doing so would consist of the following elements:

1. It is not necessary or possible to recruit a large number of advisers/experts in the regional office. There will never be enough for all the problem areas and for all the demands that may be potentially made on them from countries. While there will be a number of advisers based in the Regional Office, others with specific background and interest should be identified or recruited in the country offices who would have specific country programming responsibility but also would serve the region in a consultative capacity. A network of resource persons in different substantive problem areas can be built up in the region and these people can be used in the whole region. The network should also include expertise in the countries who are not in the UNICEF staff.
2. The network can serve the region only when the consulting/ advisory responsibilities of the country office personnel are specifically recognised and they are relieved for specific periods from their country programming duties. This has to be worked out regionally among representatives.
3. The network should link-up externally with other regions and the New York Programme Advisory staff proposed to be created. The proposed New York set-up can function effectively only with an active resource network in the regions.

4. The advisory service (and the resource network) must not be confined to substantive programme areas. It should cover such essential housekeeping problems as financial management, supply and procurement, personnel administration, record-keeping, vehicle management etc. in the country offices. How much these mundane matters affect programme performance is often underestimated by advisers and experts for substantive programme areas.

5. The strengthening of advisory/support functions of the regional office (through region-wide resource network, coordinated of necessity, from the regional office) need not be seen as weakening country offices. In fact, the support services would be precisely for the purpose of improving the capacity of weaker country offices to assume greater responsibility. However, as a matter of principle, the control functions of any kind should not be reverted back to the regional office from the country offices; it should be a downward devolution of as many control functions as possible from New York to the regional office until the country office is sufficiently equipped — and preferably to country offices themselves.

6. Regionwide consultation and planning for the use of the region's personnel resources and expertise must be undertaken systematically and regularly among representatives and, of course, among members of the resource network concerned with specific problem areas. Overall concentration of efforts and priorities regarding the development and utilisation of the resource networks must also be the subject of planning meetings since all problems cannot be dealt with simultaneously.

In conclusion, I would emphasise that the two-tier organisational structure recommended by SIAR and adopted in essence by UNICEF but not given full backing for implementation is very much in line with the ideas enunciated above. This structure best suits the mission and ethics of UNICEF. One can, however, detect a not so faint inclination to backslide and bring back elements of the former three-tier organisation. That certainly would be a retrogressive step which would undermine the special quality and strength of UNICEF. In considering the role of the regional office, this potential danger must be kept in view.

It should be noted that the above note is an attempt to look at the role of the regional office entirely from the country office perspective. There are probably other issues and points that may well deserve highlighting if the role of the regional office is looked at from the angle of the regional office itself or that of New York.

MA/ad.

10 March 1981

Manzoor Ahmed  
Addis Ababa

## DISCUSSION PAPER

### SILENT EMERGENCIES?

For years UNICEF has wrestled with the apparent contradiction between our reputation for effectiveness in delivering emergency relief and our evolution into an instrument of long-range development. Within UNICEF we have argued that the two are not necessarily incompatible. We obviously are going to continue to provide purely emergency relief to mothers and children where needed and to the extent authorised. And it is our standard practice to move into the rehabilitation phase as quickly as possible and to link this with regular long-range programming.

The contradictions arise partly because we often use emotional appeals to raise funds from the public and development arguments to increase government contributions. Over the years we have succeeded in establishing UNICEF's character as a development agency, but the inevitable recurrence of emergencies in the Third World has regularly required us (and our national committees) to raise funds for humanitarian assistance. Rhetorical labels, such as "Reaching the Unreached" and most recently "The Silent Emergency", have proved effective in catching public attention and in describing the chronic precarious situation of "The Poorest of the Poor" (another label) who are our priority clients. Today, however, these catch-phrases seem to be creeping into our programming criteria, a purpose for which they were not intended and are not suitable.

Senior staff of the regional office raise this point to see whether other colleagues share our problem of accepting "silent emergency" as a new category of programming and a new target group. For example, this seemed to be suggested in the Headquarters' interoffice memorandum of February 6th, 1981 on the Africa Special Emergency Situation. This memorandum noted that some delegates at the Special Session of the Executive Board in January were not fully convinced of the needs peculiar to the large group of non-refugees in African countries vaguely described as "otherwise affected" by the emergency problems. It urged us to make presentations for expanded assistance that would clarify the pressing nature of needs of people "not within the commonly accepted emergency category but more of the chronic nature or silent emergency". Silent emergency thus becomes a category, and this is the concept we question.

The consensus in the Nairobi office is that, despite continuing change for better or worse in developing countries, the basic problems are the same ones we have long been dealing with.

Phrases intended for public relations and fundraising purposes do not easily stand the test of translation into precise programme language, where they are revealed to mean more or less what UNICEF programmes already do. They do not contribute to understanding, especially if we were to use them outside UNICEF offices in the programming process.

Is this merely a matter of semantics? Perhaps, but we believe that semantical confusion is harmful to the rapport that must prevail in relations with Headquarters. Moreover, the increasing resort to exhortation by slogan is wearing on staff and will have diminishing effectiveness.

It is good that the international community is becoming more responsive to the pressing needs of African countries hit by combinations of economic, social, political and natural calamities. As more funds become available we must be ready with country and regional priorities for expanded programming, both for emergency relief and for rehabilitation, long-range development and steps that may prepare for, and even prevent, the worst effects of recurrent emergencies. We do not need new terminology, especially when it clouds, rather than clears, the picture of what Headquarters expects of us.

Nairobi, 2nd April, 1981.-

NOTE ON THE ROLE AND WORK METHODS OF UNICEF  
ADVISERS ON THE USE OF COMMUNICATION  
TECHNIQUES IN PROJECT SUPPORT

1. Attempt to define the role and function of PSC officers

We talk a great deal about mobilizing the population to undertake development operations. But we often forget that this mobilization involves a voluntary commitment which has to be created by methodical promotion of awareness and education based on respect for the personality and the needs of the people concerned. These people have to have the why and how of the programmes and projects they are called on to participate in explained to them, and they then have to be shown the benefits they can derive from doing so.

An information and education campaign of this kind cannot be undertaken these days without drawing on modern means of social communication. The problem is how to use these as efficiently as possible so that the effects and results of the programmes and projects will be beneficial to the people for whom they are undertaken.

A local leadership group therefore needs to be identified, or where there is none helped to establish and organize itself, and given the technical advice to enable it to carry out by itself the direct promotion campaign in the local society. This seems to be one of the main functions of PSC officers, who may also in some cases help programme officers monitor the effects or impact of projects in terms of their social objectives.

What programme officers can expect of PSC officers

On the basis of the indications given in EXPRO-189 (attached) and of what we have learnt from our own experience, here are, among other functions falling within their competence, what seem to us to be the main contributions programme officials are entitled to expect of PSC officers:

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- Advise on project formulation so that socio-cultural problems are taken into account from the outset, in order to avoid them becoming obstacles to the effective conduct of the project;
- Help define clearly the place and role of communication techniques in project implementation, and prepare the different decision-making, design and implementation levels, as well as the different publics concerned, to take over responsibility for the whole range of motivational programmes. It is important to get away from speaking of a UNICEF project in a country or a Government project in a rural or urban community, and to do so not only on the level of words, but by putting the beneficiaries in a position where they see themselves as fully responsible for the promotional activities they agree to undertake or which may be put forward for their consideration;
- Help in the concerted planning of awareness, information and education campaigns, by seeing to it that the use of communication techniques does not disturb the cultural patterns of the target groups, but rather helps to promote them in a dynamic way. This will involve applied research, which should not delay the actions undertaken, but accompany and enrich them.
- Advise programme officials to provide suitable equipment for recipient countries, i.e. equipment which is standardized and easily repairable by technicians available in the country itself;
- Help test a new type of teaching material designed by nationals or proposed by manufacturers of audio-visual aids. The point is to combat the tendency for teachers to be enslaved by whatever new gadget that is proposed to them, instead of suggesting to the manufacturers prototypes based on the requirements of actual teaching and on the level of understanding and perception of the individuals and groups at whom the educational message is aimed;
- Help clarify the types of activity to be undertaken within projects depending on the target groups and the means to be employed. A distinction must be made between a campaign to mobilize opinion and

a campaign to mobilize efforts to carry out specific tasks or install a collective infrastructure. Likewise, these two types of campaign are different from a social awareness and motivation programme designed to encourage informed participation by individuals or groups;

- Help them analyse the obstacles and difficulties which hamper effective use of the means of social communication for educational purposes. These obstacles may stem from cultural factors, from administrative structures that are poorly suited to the needs of development, from a lack of cadres or a lack of commitment on their part, from an inadequate teaching system or an inappropriate use of technical means, or even from a wrong choice of these means;
- Help draw up, together with national cadres, training or refresher courses to meet the needs of specialized sectors or to improve systems of co-ordination, especially in horizontal terms.

#### What PSC officers expect of programme officers

Constant discussions to develop a perfectly harmonized way of approaching problems and a common pattern of reaction to all situations or obstacles which may interfere with the success of UNICEF field assistance programmes. The job of programme officers is to bring all UNICEF's skills to bear on programmes and projects by creating the most favourable conditions for co-operation between advisers and their national counterparts. They therefore need to assess the appropriateness of calling on the services of advisers, in the light of the fields related to their competence and of the nature of the project. Let us try to systematize this necessary co-operation between specialist advisers and programme officers into three points relating to project support activities using the means of social communication:

- A real desire on the part of the programme officer to involve the PSC officer in the various stages of programme and project negotiation, formulation and execution. This co-operation, from the conception of the project onwards, is all the more necessary in that all UNICEF's assistance programmes relate to the social sector, and generally call for the participation of the communities concerned;

- Provide the PSC officer with appropriate means of action and facilities for making contact with socio-educational structures and with the national cadres involved in the implementation of their country's development projects;
- Allow the PSC officer to follow up on programmes that have been put into operation, to enable him to consolidate the working relationships he has established with his national counterparts. This also involves giving him the means of applying the recommendations he may see fit to formulate during initial missions to identify and analyse the social needs and obstacles in the countries concerned.

#### A topical issue in which PSC officers might become involved

According to the Directors General of both UNICEF and WHO, the health aspects of water supply projects are not currently receiving the attention they deserve in these projects. It is indeed readily apparent that the technicians responsible for implementing these projects are far more concerned with their technical aspects than with their social and health objectives, although these are the only justification for the active part UNICEF is playing in the implementation of the Water Supply and Sanitation Decade.

Both in the stage of negotiation of projects with Governments and in the stage of their implementation, reference is made to the people affected by them only in terms of physical mobilization campaigns for work to be undertaken. The prior tasks of persuading and creating awareness in the communities concerned and the need for a health education programme to ensure that the water provided for the people really helps improve their living conditions are often left out of the picture. If we regard this improvement of the social conditions of life for individuals and communities as the basic objective of our water supply projects, we can, by way of example, specify two types of action which are, although their purpose is the same and they should be conducted in concert with each other, different in nature. One of these is the conduct of a campaign to promote awareness among the people and mobilize them to play a part in the process of agreeing on, drawing up and carrying out projects, and the other is the institution, where it does not exist, of a health education programme focussing on the proper use of water and supported by the use of social

communication techniques.

The former of these two actions may take place on the following three levels, making concerted use of all information channels and means of creating awareness available:

National level The work at this level involves creating greater awareness on the part of decision-making and planning centres with the authority to issue directives and instructions to technical services and administrative offices. The officials of these decision-making centres will have to be induced to take the necessary action for officially informing both of these groups that the project is part of the global effort to improve the people's living conditions. At this level, the information will have to be passed on through direct discussions and inter-ministerial working meetings at which the responsibilities of each ministry will have to be defined;

Regional level The task at this level is to stimulate action on the part of all the decentralized technical support and development assistance institutions. Through a well conducted information campaign, each of them must be brought to understand every aspect of the project, so that they are in a position to answer any questions asked. In short, no detail must be neglected in the effort to canvass and obtain the participation and support of all the cadres who are in constant contact with the communities concerned;

Local level This is the most important level, in that the object here is to mobilize the support of the people so that they will participate on a voluntary basis in a campaign to create awareness in their society. Public briefings, radio broadcasts, posters, discussion sessions and all other means of group or mass communication may be envisaged. In all of them, the language used will naturally be that spoken by the people concerned. Consequently, national cadres must be found who are fully awake to the importance of the programme to be carried out and will seek at all times to take cognizance of the specific problems of the milieu concerned.

Where the conduct of a health education programme focussing on water use is concerned, the task is much more one of making use of the various

public and private initiatives and bringing them into line with each other than of breaking new ground.

Like any educational system, health education cannot be conceived of in terms of localized, sectoral and time-limited actions. The task is to set up, where it does not already exist, an integrated health education scheme which, while taking water as its main theme, brings together the whole range of hygiene and applied nutrition issues. Indeed, the central aim of health education is to instil healthy habits, promote proper nutrition and create surroundings and an environment conducive to growth and healthy physical and mental development. Thus it is a completely different kind of undertaking from water supply projects, which are technical operations or works to be carried out on a given time scale and in a given geographical location.

### Financing

To date, countries have been called on to make two types of contributions to finance project support activities.

The first has been a contribution to the Communications and Information Service (CIS) budget to pay staff salaries which do not come under the UNICEF regular budget and for the purchase of minor equipment and maintenance. Where this contribution is concerned, there is not really any rule or specific criterion for countries' participation. One country has been asked for \$US 15,000, another for \$US 20,000 and so on, without any indication of the criteria underlying the need for reasons for the contribution requested. In a time of plenty when it was not an easy task to spend the country allocations, there was no problem in collecting these contributions. Now that each programme officer has to labour over his accounts to meet the pressing needs of countries, there is a real problem in continuing to take from a country's budget any contribution whose purpose is not directly related to that country's programme objectives. Without calling in question the value of PSC activities in countries, the programme officer responsible for French-speaking countries proposes that the countries concerned should contribute to the CIS budget on a percentage basis measured against their budgetary ceiling (see annex I). We find the proposal interesting, and put it forward for your consideration in the interests of finding a solution in the light of what the representatives and programme

officers expect of the PSC officers in their respective countries.

The second type of contribution involved setting aside a certain sum within the country forecasts to finance programme support activities, especially those requiring awareness and information campaigns to stimulate the people's participation in project implementation. Allocations of this kind enable PSC officers to go rapidly into action, after prior studies and analyses of countries' training and equipment needs in terms relating to the means of social communication.

In 1980, for example, an allocation of \$18,000 made it possible to organize three training sessions in Rwanda, the first for outside producers from the ministries, who use the radio service for educational broadcasts, the second for staff of the Ministry of Health to enable them to determine the primary health care situation better, and the third for managers of grain-storage facilities built with UNICEF support. Part of the sum was also used to buy teaching aids for "animateurs" working on the water supply project and the Red Cross staff working on the national medico-social "animation" project.

### Conclusion

As can be seen, this note does not deal with the logistic and educational problems relating to training programmes for communicators at the regional or sub-regional level. A regional project dealing with this type of training is currently being negotiated with the Kenya Institute of Adult Education. Clearly, the PSC officers of the region should be involved in the implementation of a project of this kind, particularly since it will operate in the countries in which they work. In the African context, a regional programme of this kind should make it possible:

- To study in greater depth the possibilities and limits of modern means of social communication in rural African society in the period of rapid change it is going through;

- To devise a new pedagogic approach suited to the characteristics of the countries concerned and the different fields of activity;

- To compare the results of the various ongoing studies and experiments in order to avoid duplication or waste of increasingly scarce resource.

The task is thus to evolve a new strategy, drawing on applied research and active instructional techniques, to promote greater effectiveness of the social development projects in which UNICEF is involved.

Boubacar Sock,  
Regional PSC Officer.-

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

## INTEROFFICE MEMORANDUM

TO: ~~Mr. P. Vincent~~ *Mr. B. Sock*  
Regional PSC Officer, EAPO

FROM: Judith A. Edstrom *JAE*  
Programme Officer, EAPO

SUBJECT: Contributions to PSC Overheads

DATE: 19 January 1981

FILE NO: PSC

Further to Mr. Knutsson's memorandum of 18 November 1980 to me regarding contributions to PSC overheads, I reiterate my concern that contributions from country programme budgets be pro-rated according to the planning ceilings of each country.

I note that, according to PRO-65, the 1981 country ceilings for the following countries are approximately as follows:

|            |                |
|------------|----------------|
| Kenya      | \$ 1.4 million |
| Malawi     | 1.1 *          |
| Ethiopia   | 6.9            |
| Zimbabwe   | 2.0            |
| Uganda     | 2.8            |
| Somalia    | 0.8            |
| Mozambique | 1.0            |
| Tanzania   | 3.9            |
| Mauritius  | 0.2            |
| Burundi    | 0.9            |
| Madagascar | 1.0            |
| Rwanda     | 1.0            |
| Comoros    | 0.2            |

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\$23.2 million

Since the ceilings for Burundi and Madagascar account for 4 percent of the total, the contribution to the 1981 PSC budget of \$200,000 from these countries' budgets should be in the same proportion, or \$8,000 per country. I would be glad to authorize up to \$10,000.

I do not think it is fair to earmark anything from the Comoro budget. I am sure Mr. Tété would agree to a contribution from the Rwanda budget along the same pro rata basis as for Burundi and Madagascar, and I will pass on your memorandum to him for his final approval in regard to Rwanda.

\* Included in your list of PSC contributing countries. Otherwise Southern countries are excluded.

cc. Ms. B. Trimmer-Smith  
Mr. G. Tété

JE/cj





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Notes

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Meeting was held 6-10 April, papers include: Agenda; list of participants; Conference papers by Boubakar Sock (Role and workmethods of UNICEF), Charles Egger (communication techniques), Myer Cohen (communication components in UNDP), Judith Edstrom (PSC overheads), Philip Hassrick (regional appropriate technology programme, advocacy), Saidi Shomari (greater intersectoral cooperation), V.Hazard (greater inter-sectoral programming - sic, same topic as previous), Inonge Mbikusita-Lewanika (young child situation), Manzoor Ahmed (role of the regional office), discussion paper: silent emergencies?

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SAROJA DOUGLAS

Saroja Douglas

46