

1965Q...20 August 1985

CF/NYH/OSEB/HST /1996-065

CF/RAI/USAA/OBCI/HS/1996-0065
Interview with Revy Tuluhungwa*

by Jack Charnow at UNICEF headquarters

on 27 June 1985

TABLE OF CONTENTS

Page

Recruitment into UNICEF
Pre-UNICEF background
PSC

Origins
Changing concept
Immunization
Social approach
Current situation
PSC growth in Information Division
Workshops
Responsibility for communications
The service aspect of communications
Training courses
Relations to early programming style
Improved status of communications

Suggestions for future

CSDR
Case-studies
Staff training
Market approach programming
Elements in case-studies
Importance of training
Monitoring implementaton
Monitoring of Headquarters Communications
Staff participation in policy formulation
New Communications Unit
Staff development

Relations with other agencies

WHO
UNESCO

* Biography to come.

Introduction

Revy Tuluhungwa started his UNICEF career in Nairobi in September 1974 as a Project Support Communications Officer. Two years later, he became Regional Project Support Communications Officer. He transferred to New York in April 1979 as Chief of the PSC Service. In July 1985, he became UNICEF's Representative in Lagos.

Recruitment into UNICEF

Charnow: Revy, before we start talking about your reflections about Programme Support Communications, do you want to say something about how you got to come to UNICEF?

Tuluhungwa: I was working with the flying doctor services for six and a half years starting in 1969, and I met the late Brian Jones who was the regional director in Nairobi for UNICEF, and they asked me if I could come to UNICEF and introduce what I was already doing with the flying doctor services -- developing community education support for mobile medicine in Kenya, in the Masai area, looking at better ways of communicating with illiterates in East Africa, helping mission hospitals in training their nurses in health education techniques and also publishing experiences on health education in East Africa. And I said, "Mr. Brian Jones, what do you call that in UNICEF?" And he said, "well we call that Project Support Communications." And I said, "what is it?" He said, "well we are trying to define it." And three months later he called and said you have a job, come and discuss it with my staff. At that time John Balcomb who had set up a small communications unit in New Delhi had been transferred to Nairobi. On the basis of his experience in India, he wanted to start a similar service in the various offices in East Africa in 1974. We discussed it a little

further. Everything was still misty. I said, well, the best thing to do is to take two years of absence from my employer without pay, and work in UNICEF to try to define this animal they were trying to create. My job description was not complicated, it was one line, saying that our health programme officer and their government counterparts would work on the communications components of UNICEF assistance.

Pre-UNICEF experience

Charnow: Before we get into that programme, do you want to say a little bit about what your background had been, your experience, your education, your early life to get you into this kind of programme. What molded you?

Tuluhungwa: This is always a very big question. Well, I was born in a village, one thousand miles from Dar-Es-Salaam, on the north-west of Tanzania near Lake Victoria. I went to school to get a high school certificate before you go to university for three years. I wanted to be a banker.

Charnow: Did you come from a big family? Were your parents relatively well-to-do?

Tuluhungwa: Well, considering that private school fees at that time were high, my father decided to sacrifice some amenities to educate me. Our family is big. If I mentioned the number, it might surprise a lot of you. We are 40. My father was a trader and

a village chief at a certain stage and therefore he was better off than most members of the community nearby. And all the way up to university he sent me to private schools which were very expensive. We were paying three times what the government schools were charging. So, to me it was a sacrifice.

Charnow: Were these religious schools?

Tuluhungwa: They were mission schools. You had to be Christian, or of a certain denomination, to go to those schools. And Bible education was compulsory up to when I left secondary school.

Charnow: Well, did being familiar with the Bible help you with Project Support Communications later?

Tuluhungwa: Yes. Because religion is communication -- trying to explain an invisible belief, and an invisible, untouchable activity.

The priests tried to explain to us what the theory was of religion, what was behind the Ten Commandments and the way the Ten Commandments were developed and communicated to the people, and that no doubt has had an impact on me. And also, coming from a big family, which requires strategic management by the head of the family, and also a better communication system so that you keep control of the family members, also that probably helped determine what I look like now!

Let's continue. I worked after secondary school. I worked in a bank for two years, studying as a dispatch clerk and ending up as a chief cashier. And I looked at what was then the pipeline. I realized that I couldn't achieve what I wanted to achieve in the bank in the time-frame I was interested in. So I thought it was high time to move on, so I left and went to Dar-Es-Salaam School of Medicine and studied Public Health Education and took evening classes in architecture, including science at the technical school in Dar Es Salaam. Three years later ...

Charnow: Seems kind of an unlikely combination.

Tuluhungwa: Yes. I believed at a certain stage I might have to go back and live on my farm, so the two things one needs is building science and architecture to build one's own things. And then, studying health also contributed to the running of the farm and participating in the development of the community of the village where I came from. After qualifying as a Community Health Officer, I joined our town council as Chief of the Public Health Department with about 800 employees and ran the department for three years.

I found one of the weaknesses was lack of education amongst hotel and restaurant owners and a lack of understanding of health issues among contractors of buildings. So I thought at that stage the best thing to do was not to take them to court for contravening the regulations, but translating the

regulations into Swahili and running workshops for them. Then I left and then I went to study health education.

I came back with a diploma in health education and I found that there were other things we didn't know. Telling people about disease was not good enough. I felt that dealing with the causative factors, knowing their social culture, knowing why they do the things the way they do, knowing that people didn't know much about the cause of disease, and perpetuation of health problems.

Then the flying doctor service was looking for someone who could help them to establish community health amongst the nomadic Masai tribes and also to set up a health education department. They were tired of using expensive transportation. And the donors were insisting that they need to do more on the development of better health rather than concentrating on dealing with just such cooperations. Until 1968 I was in Nairobi and helped the Director-General in looking at what could be done in health promotion.

Charnow: Revy, in this extraordinary development of a young man and his perceptions of what ought to be done. Did you have any mentors, any special teachers? How did it come to you, aside from the Bible?

Tuluhungwa: Well, in the African culture, most of the informal education is done through working with your hands and also through parables

and stories in the evening. What my father and my mother used to do in the evenings, and my brothers too, was to tell me parables and then you are supposed to try to interpret the parable, so if you make a mistake, you come to the wrong conclusion. Then your father or your mother will trace it back to where you went wrong, so that you get to the right conclusion. Now, what that does to a person is not to take things for granted. Whatever I saw happening when I was young, I always analysed it backwards, I said, "Why did it happen?", "Why did it come to this conclusion and not another one?"

I learned to look at the activities, and by looking at what was happening -- political mobilization in Tanzania, all the people coming into the town council as members, and leaders on various committees -- seeing the problems they are facing and understanding the mechanism of how the system works. They are not lawyers, they are not engineers, but they have a right to participate in decision making. And they can come to better decisions if they understand the issues involved, if they understand the technical aspects involved, then they can understand the complexity of running a city. We started seminars with the town clerk on the various major issues. And I found this quite fine because then they used to discuss things with knowledge, with intelligence, and based on understanding. That's basically it.

I read a lot, particularly court cases, because that is where you find analysis, digging into the truth. When you are

following the same process one comes to understand that one shouldn't just deal with what you see but scratch further down below the surface and take a look at the critical activities, the critical decision which was made which ended up with that result. That has been my method -- how I have worked over the last 21 to 25 years probably.

Charnow: Well, a fascinating background. I'm not sure we can recruit all UNICEF people with a similar background immediately.

Tuluhungwa: We can try to come closer.

PSC

Origins

Charnow: Well, there you were with the flying doctors, and after a while you were offered the job with UNICEF. What do you understand to be the origins of PSC? Where did it begin and when did UNICEF take it up?

Tuluhungwa: The way I understand it, it came into the UN through UNDP and UNICEF in Bangkok, I don't know starting from whom, but a unit was set up. Erskine Childers was the first director and it was funded by UNDP and UNICEF but implemented by UNICEF.

Charnow: And this was when Brian Jones was there?

Tuluhungwa: Brian Jones was the deputy regional director then.

Changing concept

The thinking was that communication can help policy-makers understand development issues and help them explain development trends to the beneficiaries and help the beneficiaries to understand what a development programme is supposed to achieve and what would be the benefits, and also what would be their contribution. This had come up because in the past when a government put up a dam, when it moved people to other areas, there is always the resistance. Why are we moving? Who owns this dam? What will it do to us? Etc. What would happen to ancestors' graves? And so on, so it is a threat to their survival.

So the thinking was, let's get somebody to explain this to them, so that they understand. It was more of an information rather than a communication. But with that small unit in Bangkok, two things came out. One was that a central communication system or center in a country doesn't work. Because the ministries want to do their own thing, they don't want to be controlled from somebody from outside, they want to create what they do. The second point was that people don't just need information or just the dissemination of innovative ideas.

Communication has changed now to mean more a social change catalyst. Helping people to understand why they are doing what they're doing. Helping people to improve what they are doing -- in producing technology and the good ideas to deal with their concerns rather than to try to make them modern overnight.

You see, development is the change of somebody's mind; change that will make a person more appreciated; change which will help him to get what he couldn't get before. Literacy would help him read a letter from his son from the city, would help him to know how much money he has in the bank, and so on.

Then you will be accepted. But if it is too it requires too much input. Now I don't mean "foreign" as from another country, from another continent, but even from the same country, from another district, from another tribe, which was contrary to social and societal beliefs and aims, it will be rejected.

So we are saying that communication is a social approach to development, which is different from just telling people what is available.

Immunization

If you take for example, immunization, the practice to tell them that X and Y immunizations are available, where they are

and so on. Experience has been in some countries that up to 70 per cent turn up, bring their children for immunization. But for the second dose, up to 30 per cent. Now, not because they don't want it, but something was missing. The theory that you can prevent a disease later by making the child sick is not what people can understand. Depending on the vaccination, the children go back and get fever. That fever is part of the prevention, but is not easy for people who have not been to school, who have not read anything about bacteria, immunology, and so on to understand.

Now, what we can do then in communication? One help is to tell them that the vaccines are available, and also to help them understand what to do when the child gets a fever. Also try to look at it from their own cultural perception. Do they wear charms to protect their children; so it is a future protection. What else do they do to protect themselves against evil? Then basing information and messages on that, they will be able to understand and come for the second, third, and booster doses. One night's fever is no longer a threat, because they know that if they do tribal markings on the face the child normally gets fever.

Social approach

So what I am trying to say then is instead of approaching communication from the technical side of the subject matter of immunization, one approach is from the social reality of the

people -- through their social organization. And then that will determine the message content, will determine what kind of tools like posters, like flyers, one uses.

Current situation

Charnow: Well, you have stated very well the changed concept of PSC which I assume, you've been working on to promote for quite some time. What have been the obstacles to getting this across and what is your assessment about where we stand?

Tuluhungwa: Well, to start with, as I leave for posting in the field in a different function, I leave as a happy man. Because over the last 11 years, there has been a change in UNICEF. A change in the understanding of things. When I started, PSC was taken as a poster and radio, a programme once a week or something like that. And also a PSC officer was a person who helps the programme officer to supervise, to specify cameras and printing presses. Over the years, as UNICEF's skills in formulating social development programmes, in looking at programmes not at just delivery, but as part of the governmental movement, better communication has come to be seen as a process, not as dissemination of teaching aids. It is seen now as having a very important role in explaining to the government the needs of children, the opportunities of children, programmes for children. And they are also seen as the key element in community participation. Because, as I said before, participating blindly has a short life, but if they participate

with knowledge that the kitchen gardens or the smoking of fish in Ghana are to improve the quality of the fish and they improve the shelf life of fish for the rainy day and then that fish is also good for the weaning of children, the improvement in the child can be for a long time. Giving a mother a poster on fish-smoking alone is not enough.

Charnow: Is it seen by and large by UNICEF's staff? Or is this just a hope?

Tuluhungwa: It is seen by the majority now. It was early seen by the younger staff members, who have been introduced to social change in the universities, who have seen development aid as playing a catalyst in modernization, social modernization rather than as charity. I never had much of a problem with the P-2, P-3 Programme Officers, the younger ones.

The problems have been with the older ones and also managers of offices, Representatives, Regional Directors. Now those also believe in doing it, are asking for it, are demanding it. Over the last six years, the number of communications people has increased from 15 to 75 in the organization. Money being spent on communications and related activities, and I mean things like visual education, health education, community education has increased from also zero to a global figure of around five per cent. In some countries, like Uganda, it has gone to 23 per cent.

PSC growth in Information Division

Charnow: Would the process have moved faster if the Unit had been in the Programme Division much earlier? My impression is that over the years Information has always been thought of as a kind of stepchild -- somewhat unrelated to the reality of operations.

Tuluhungwa: It is a difficult question to answer. In the Information Division and the information network in the field, information and communications skills are close to each other. The first policy makers in the Programme Division didn't want to touch it.

So it had, I think, an advantage of sitting in a Division where it could grow uninterrupted. If it was in the Programme Division six or seven years ago, my thinking is it would have been killed. When I was being transferred from Nairobi the plan was to downgrade the post and get a person who is a technical person familiar with printing machines and cameras and such things rather than a person who is familiar with conceptual programming, processing and training. Now at that stage, I think, if one asked the Director of Programme Division if he really wanted it, I think the answer would have been no - and that probably would have killed it. But I think it has grown quietly over the last six years to an extent that the demand now surpasses the supply. When I joined, I joined on the assumption that this is a service which was understood and well established in the organization. It was not. I was quite surprised.

Charnow: I guess you just assumed everybody was like John Balcomb and Brian Jones.

Workshops

Tuluhungwa: Yes. I had almost a similar assumption on the government side and I found out I was wrong. With the Regional Director's agreement, we started running small workshops. We convinced him to allow us half a day at the annual Regional Conferences which were popular in those years to talk about communications. The first one was held in October 1974 when I had been with UNICEF for just two weeks.

Responsibility for communications

Then the question came up: who is in charge of Communications: the Programme Officer, the Representative or the Communications person based in Nairobi? My answer was: everybody. UNICEF doesn't implement programmes. Who will implement that component and we said well, suppose the Government does it. Alright, the question came up, how can we help the Government then to understand it and be able to do it. What came out was two things: one was that to be effective the communications people should spend more time on orientation; two, demonstrate that it's not just theory but it works. Three, is training government communications people.

The service aspect of communications

One of the weaknesses of communications in health education and so on is the emphasis on production. In a radio programme if there is no service side, your message does not make sense because a person is saying give something to your child every day but there is no one to teach them how to use it.

I think an example may be interesting. I was teaching health education and nutrition education in a medical school in Nairobi. We went out into a village in Machakos, which is 40 miles out of Nairobi. As we were doing nutritional status assessment, we found a pair of twins who were almost dying because of kwashiorkor and marasma. We interviewed the mother and the father -- they were both young -- in their thirties, not rich, not very poor. We asked, what have you done? They said well, I went to the local dispensary at the health centre and the nurse told me to give the children eggs and milk. So I went into the shop and bought cooking oil and I bought eggs and I fried the eggs. As soon as I gave it to the children, they started vomiting and had diarrhoea. When I told that to the nurse she said I am lying and I said I am not lying. We decided to sell the goat and we go to Machakos City to the hospital and there I said what happened. Well, they gave the children white medicine in a glass and they put a needle in the arm. And after two weeks my children were OK. We came back but then we went back because then the same thing started. And

what am I going to do now? I don't know, I have no more goats to sell. I am praying to God.

Now, if you look at this story itself, he is a motivated father. They sold all that they had, they go to the hospital which was 60 miles away and what was done in the hospital was explained to them. The hospital which gave the children powdered milk ignored intestinal worms. They vaccinated the children which was good. The nurse in the dispensary could not believe that they are being fed eggs since the children are still underweight. And she didn't believe that they were giving milk, because the children were still underweight. Now, if one went into the cooking the mother was using, or looked for a neighbor who was doing very well with her children and got them together, these children would not have gone what they did.

Now I am saying this because it has programming implication, it has also communication methodology and because of its implications. We got a teacher's wife and we sat in her kitchen -- both the mother and the father were there -- and we showed them how to mix powdered beans in porridge and how to mix eggs in porridge without frying them with fat which causes diarrhoea in a weak stomach - and six months later, the children were walking very well on their own. We did not have any posters, there was no radio programme.

Relation to early programming style

We also realized that in UNICEF programming style in those days was not conducive to communications in community participation. In addition to delivery of supplies we were also funding training courses without capacity to study what was in the course and whether there was a workshop designed to be able to digest new ideas. In one place we looked at a list of who attended; they were the same people attending the same workshop every year for 10 years.

We also found that unless there was a motivation within the staff in UNICEF, communications got the last consideration. The typical programme would have one paragraph at the end saying, communication is an important component of this programme and therefore we are setting aside \$10,000 out of a programme of \$2,000,000.

Improved status of Communications

That has changed. Now what has contributed to the changed orientation? We have run about 15 workshops from one afternoon in a country office, to a two weeks' workshop for the whole regional staff including Regional Directors. We have not gone as far as I would have liked, but I think we have achieved 50 per cent of what we should achieve in itinerarizing, institutionalizing communications in UNICEF. Now then the moving of the Unit from the caretaker of the father and the

mother in the Communications Division to Programme Network is timely. Communication will now permeate programme policies, permeate programme directions and permeate new trends.

Suggestions for future

Charnow: What would be your advice to your successor?

Tuluhunghwa: Well, my suggestion is that it has got to double its speed, to accelerate. Mr. Grant is pushing very hard on communication. The demand of communication from the representatives, the Regional Directors is high. The demand for communications people to improve their communications skills into new social marketing is coming. My advice to him is to develop a strategy where he can help UNICEF staff to look at programming as a marketing approach. That is where you start off with the people. And looking at the needs within the people's perception, the people can be mobilized into participating. Then you plan your technologies, materials and equipment basically to support the services rather than the other way around.

Charnow: Alright, that is where we ought to go. What are the practical implications of this in terms of recruitment of staff, at headquarters, in the field, training, whatever? Suppose Mr. Grant were saying, "well, if we're going to achieve the vaccination by 1990, we've really got to beef this up, you've got an unlimited amount of money now, what are you going to do?"

CSDR

Tuluhungwa: Money I have never found a problem. You see, UNICEF is innovative, unlike most agencies. In 1974-75 there was basic services. In 1978 primary health care also came into the organization. Three years ago it was GOBI which evolved into CSDR. Now we are focussing more on immunization in CSDR. I think number one is to develop a strategy of explaining to people how all these are not so much different. They are the same but it is a matter of focussing.

Case-studies

Now unless we can find a way of understanding what I call the "theology" of CSDR, we are going to continue to have confusion. We need better training and production of better materials, better information of materials based on case-studies; for example, for Colombia an analytical case-study, not narration, because narration is for the media, and analysing what the processes were. Sitting in Nigeria I can look at these and say alright, we have similar constraints, the political orientation is different. However I have learned from this case-study how they handled the political situation.

Staff training

Now, in orientation of training and staff we need someone with both vision and theory. Very few people have this. We need to

look into, "how does immunization relate to other activities?" "Do we virtually stop everything else and do immunization?" Two, he has got to concentrate on improving his field communication skills. You need a communication person who can programme so that he becomes an active team member. You want a communications person who can also help train, to develop training programmes for the government, extension workers, government units. You need somebody who can help extension workers analyse the cultural aspects of child development and so on, to decide which messages are usable. You need a person who can help in monitoring communication messages. Such a person usually comes with some 20 years of experience. But we have good people who are special in some of these. All we need is to expand their knowledge and skills in other areas. That is the way to improve the professionalism of communications people.

Market approach programming

You need marketing approach programming. It's like IBM coming up with a new product with the research guy and a marketing guy both working together on how they are going to market this. In UNICEF we now have what we call a situation analysis. The shape of the new product has got to be people-oriented. All I am saying is that if we are for community mobilization, advocacy for the government to spend more money on children we need to have market approach programming.

Now that requires the training of the communications skills for our mission managers as well as the programme officers. These are the people who make a decision at the country level on where the money goes and what programmes we are going to get. But if they don't understand this CSDR theology, if they are not clear on how to mobilize support, it is very difficult then to zero in on immunization, on ORT, on water supply, and the other components which reduce infant mortality.

Elements in case-studies

We need to be concerned with the identification and packaging of case-studies. How was the programme done? Can you analyse what made a difference? How, for example, was Colombia planned? It was done in three months. It was communicated down to the village. And how did the village communicate back to the decision makers? Who was involved? In the media play, for example, why was the radio Caraco given a monopoly? Why was El Tiempo given a monopoly on the immunization? What triggered all that? And supposing that there was no such monopoly, would the media all turn to different newspapers, buying different radio networks? Why was the TV not involved in the education other than the news reporting this stuff? So these are the sort of case-study analyses which help people to learn and then to adapt.

Importance of training

Charnow: That would be one element in orientation and training and analysis of experience, wouldn't it? Do you feel now fairly comfortable that we have reached a fairly good stage of knowing what needs to go into orientation and training, or do we need to make more of an investment emphasizing your approach, whether for our own training, or other training institutions and courses in the developing countries?

Tuluhungwa: Training now is critical -- that will determine where UNICEF goes. We want to come up with a UNICEF person who is knowledgeable, who can go and talk to the government comfortably. You see, what we forget is that developing country governments, the officers, their employees, are better trained now than 20 years ago. Therefore, if we are going to influence policy there has got to be a dialogue on the areas that relate to UNICEF activities. So that when we talk to them, we can say Mr. Director, your next development plan is going to create employment no doubt; it's going to create surplus food, more exports and so on and so on. But, we also have the following: more women go into the labor force and their children are left idle at home. More people will be drawn to the cities. It will send more children to the schools. Mothers are working, children are going to school.

Now child nutrition does not depend on the amount the child eats at one time, it is the frequency. In one country where

education enrollment has gone from 20 per cent to 95 per cent and there has been a mobilization of women into the labor force, the impact has been a sharp increase in malnutrition, because there is nobody in the house to feed the child more than once. This child gets one meal, and that's no good for the metabolism of the body.

Now what I'm saying basically is that we have to increase our knowledge of child development and how to programme from a marketing perception. How do you document your experiences? And achievements?

Monitoring implementation

For fund raising they are asking tough questions. What have you achieved? If you have a proper monitoring of implementation, you are able then to alter the course of the work so that you don't end up with a lot of money not spent well.

Monitoring of Headquarters communications

Charnow: You mentioned that you felt that CSDR and before that basic services, primary health care, were not completely understood. Some people believe that one aspect of that misunderstanding may arise from mixed messages or signals that people in the field get from various sources at Headquarters. Now, to what extent does your Unit say: We are communications experts; we have a function to monitor management communications from Headquarters and point out where it has been wrong or can be improved.

Tuluhungwa: What you said is exactly true. If one made a case-study, what we should do is to look at what has been sent to the field since October 1982 on the CSDR up to now. I would not be surprised if there has been 10 kilos of paper. And if one looks at where all this 10 kilos of paper came from, you'll find most of it came from New York, from various divisions on the same subject.

Now, to me this is critical, I think when a new idea comes up, the next thing to look at is the strategy of communications. Because distribution of not well coordinated papers or messages to the field causes more confusion, particularly when you have many cultures, many languages in the organization, and very few speak all languages -- things like "going to scale" being translated into French, Swahili, and so forth. So all I'm saying is that instead of distributing papers as they come out, there should be somewhere a Think Tank which says, "alright, immunization, 1990. What does a programme officer need to know? What is the implication of this on current programmes? What do we need to support this guy to explain it to the Minister of Planning in Burundi?" And also we need to have more knowledge on what immunization does for the child -- we should be confident enough to go and talk with the chiefs and immunologists in the Government of Nigeria to discuss that we expect him to help us with the monitoring and evaluation. Now I agree 100 per cent that there has been conflicting requests and other communications.

Staff participation in policy formulation

Charnow: It seems to me that this is an issue which the Information Resource Management Group should take into consideration. Have they talked to you?

Tuluhungwa: They were all talking to directors, that is the problem.

Charnow: It seems an anomaly to me that here we have a Unit represented by you that has a function in monitoring communication messages and experience, and yet you are not in the group that has so far as I know ever consulted about what's going on about communications at Headquarters.

It seems to me analogous to a headquarters situation that often happened in the past. We had programme officers with many years of field experience who if they were consulted about the preparation of programme policy papers it was only peripherally. Have we really tapped our experience potential at Headquarters middle-levels?

Tuluhungwa: Somebody somewhere decides this village needs a health center. The government will bring the non-local component and say, you people must come every Thursday and build this health center. What control they would have after that, nobody knows. I think you put it better than I can, we have a problem. People going to implement an activity should have a say. I hope the Task Force takes this up. The heads of office have many things to deal with, the people who process the information, and probably package it.

Charnow: I wonder if this is an analogue to what you referred to earlier about financing a lot of training courses but not looking at the relevance or content of the training substance.

New Communications Unit

Tuluhungwa: Let's go back to the question of the new Communications Unit. I feel that the management of communications should be a task it should look into also. I never touched it because I was preoccupied more with setting up the PSC Network. The management of information flow is a big task in itself. It should be a focal point at least for looking more at the problem from inside, what kind of information and communication we need to develop, what structure we need to help the new organization make sure each and every staff member knows what UNICEF is trying to do and what resources are there for them to do it, and helping them, giving them tools to be able to talk to the government and be successful in their missions.

Staff development

Charnow: Well, Revy, we've touched in many different ways on the importance of training for the future of UNICEF. Because this is now a major priority of UNICEF I don't want to leave this subject without asking you if you have any other suggestions, or advice, or concerns, or warnings, or encouragements on this very important subject.

Tuluhuwunga: I think we have to have a staff development policy. One may argue that an organization like this should recruit people who are already trained, competent and so on. We have a corporate image ourselves. A person may be an excellent communications person in selling cigarettes, or in selling health, but when it comes to UNICEF, is he so specialized that he will never become a representative? If he were to someday become a representative, what knowledge does he need when he joins and how do we develop him to become a representative? If you look at IBM or other companies, when a person joins, the first two or three years is an assessment period, he goes to management, he goes to marketing and sales, and say hey, this guy has a degree in engineering which can be useful. But let's say in five years' time, he may be developed to become a sales chief, but he has that basic knowledge of the organization. So I think staff development, or manpower development planning is required, otherwise people are wandering off here and there. They will never form a whole.

With our limited resources we'll never have enough staff to do what we'd like. So it remains on the country representative to manage what he has most strategically. Now I think the organization should straight away start developing training, that is a manpower resources management training.

That would deal with many things, with helping a staff member to know how to invest in high impact activities, like CSDR, but not of course withdrawing from the infrastructure-building of

the basic services approach and so on. Also to better supervise work. Supervision to me is not the annual PER preparation. It is training on the job, involving people, decision making, how you develop them, so that in six years' time they will grow. They will think about programming, they will know about personnel, they will also know more about how to manage people. So to me it is important to management training of managers; the staffing problems he may be facing in the future are crucial.

Relations with other agencies

Charnow: Well Revy, we've touched on our relationship with governments and the people. I wonder if you would like to say anything about your experience in our relationship with the other agencies in the UN system and what you might see we might do further in this area.

Tuluhungwa: Well, in the area of communication, the other agencies have been coming to UNICEF for advice. So UNICEF is the only agency which has taken communications seriously.

WHO

Charnow: Even WHO, with long years of experience in health education?

Tuluhuwunga: Yes sir.

Charnow: I will break the news to Jack Ling next time I see him.

Tuluhungwa: The current thinking now of WHO in Geneva is more on the lines of UNICEF communications than before. It is understandable because of Jack Ling. But the working mechanism is different. Their thinking still needs to get down to the regions and the countries and so on. I think they will need as much time as technique. But WHO, for example can offer to help us in influencing schools of health education to go to social health education. UNICEF doesn't have any technical ability on it. I cannot advise the governments on health curriculum. WHO can accept the concept of communication and then introduce it in the country's curriculum of health, and other CSDR matters, because the government looks to them for advice on that.

UNESCO

There are some countries which can't do much mass media because of not enough equipment and supplies. I think UNESCO could cover that because that is their line. So while we concentrate on the software they could help us on the material systems and also on training because the schools of journalists are set up with UNESCO's help, so if UNESCO can pick up communication and mass media and journalism as part of the social organization, then the curriculum, can reflect that. We will have ministries of information who take communication initiatives. Does that make sense?

Charnow: Yes, it does. But if you go back to some years ago, in the early history of UNICEF, one could have said that WHO should have encouraged the development of chairs in universities for paediatrics and maternal and child health. When they didn't, as you know, we went ahead, with considerable unhappiness initially on the part of WHO. Now, if communications are so important for us and if the agencies don't do it, should UNICEF help develop chairs and fellowships, etc. in training institutions, and stimulate analyses and case-studies by the countries and regionally? We did it in Planning at one stage in UNICEF.

Tuluhungwa: Yes, excellent, sure.

Charnow: Alright, so maybe we can use some financing there, even if earlier you said money was no problem.

Many thanks indeed. Perhaps at some time in the future there might be another interview with you on the same issues in the light of your field experience and your seeing New York from the other end.



CF Item = Barcode Top - Note at Bottom =
 CF_Item_One_BC5-Top-Sign

Page 5
 Date 1/22/2004
 Time 4:20:39 PM
 Login jrm



CF/RAI/USAA/DB01/HS/1996-0065

Full Item Register Number [auto] **CF/RAI/USAA/DB01/HS/1996-0065**

ExRef: Document Series/Year/Number **CF/NYH/SEB/HST/1996-0065 ; CF/HST/INT/TUL-001/M**

Record Item Title

Interview Revelians Tuluhungwa by John Charnow: Recruitment; Pre-UNICEF Work; Programme Support Communications; Workshops; Suggestions for

Date Created / on Item 6/27/1985 Date Registered 3/19/1996 Date Closed/Superceeded

Primary Contact
 Owner Location Strategic Information Section = 6090
 Home Location Strategic Information Section = 6090
 Current Location History Related Records =60909132

Fd1: Type: IN, OUT, INTERNAL?
 Fd2: Lang ?Sender Ref or Cross Ref CF/HST/INT/TUL-001/M
 F3: Format Form = 032 pp + 0 b

Container Record
 Container Record (Title)

N1: Numb of pages 32 N2: Doc Year 1996 N3: Doc Number 65

Full GCG Code Plan Number

Da1:Date Published Da2:Date Received 10/30/1989 Date 3 10/30/1989 Priority

If Doc Series?:

Record Type A02a Item Hist Corr - CF/RAI/USAA/DB01/HS

Electronic Details No Document DOS File Name

Alt Bar code = RAMP-TRIM Record Numb : **CF/RAI/USAA/DB01/HS/1996-0065**

Notes

= 32 pp + 0 b
 Archive Code Valid Date: 10/30/1989
 Future; Training; CSDR; Staff development; Relations with other agencies: WHO, UNESCO
 WU_Staff:

Print Name of Person Submit Images

Signature of Person Submit

Number of images without cover

JOHN MANFREDI

John Manfredi

32

DOUBLE SIDED