

## COMMUNICATION SUPPORT FOR PROGRAMMES FOR CHILDREN

## 1.0 Background

The previously planned global meeting of PSC Officers has now evolved, based on numerous comments from PSC Officers and Programme Officers in the field and headquarters staff, into a workshop on Programme Support Communication and strategies to be used in going to scale with the Child Survival and Development Revolution.

The need for this workshop has been made evident from papers and progress reports from headquarters and the field that explain and detail a rapid evolution in programming. There is an obvious shift from a supply orientation to one emphasizing advocacy at policy maker levels and demand creation related to Infant Mortality Reduction (IMR) at the level of families, mothers and children.

This change challenges programming, information and communication support staffs equally but in different ways. The Programme Support Communication workshop will concentrate on the communication challenges, but remain closely attuned to implications and linkages to programming and information. For this reason, participation will include Programme, Information and Programme Support Communication Officers. This workshop will seek to analyze communication requirements in relation to the CSDR and also prescribe standard, but Regionally and Nationally adaptable procedures. It will also deal with the pressing questions of long and short term PSC staff development and communications related training for Programme and Information Officers.

To accomplish these objectives requires participation from all regions and headquarters. These requirements, budgetary constraints and a workshop mode that will depend heavily on continual interaction make it impossible to have as large a group of PSC staff meet as was originally planned for the long delayed global workshop meeting.

This workshop will therefore be a smaller affair, but one which fits well into the ongoing process of evolving and sharing improved techniques, understandings and an organizational fit of communication support for UNICEF and national programming from the planning stage to that of ongoing evaluation.

The workshop will review the process and progress made in institutionalizing communication in all phases and forms of development programmes at country, regional and headquarter levels. The newly emphasized techniques of "social marketing" will also be a primary focus, with the goal being to analyze these techniques in relation to advocacy, programming, training and community education.

Other areas for workshop concentration have been generated from field offices and the various Regional PSC conferences that have taken place during the past four years.

## 2.0 Objectives

The workshop's objectives are:

2.1 Developing strategies for advocacy and communication support for the Child Survival and Development Revolution.

2.2 To determine the process and mechanism through which Programme Support Communications can be fully integrated into the basic services programming processes and advocacy in order to facilitate attitude and behavioral reinforcement or change in community-based programmes particularly EPI, PHC, water and sanitation, and nutrition..

2.3 To develop guidelines and suggest instruments for improving UNICEF and government capacities to develop and utilize communications support in programmes benefitting women and children.

2.4 To define the concept, structure and operational procedures of a communications-oriented network within UNICEF.

### 3.0 Workshop Outcome

As determined from the field, the most urgent workshop products will be:

- manual on the rationale and proposed techniques for "demand creation" through the use of social marketing techniques; multi-channel, integrated communication strategies; non-formal communication channel use; message pretesting; and communication strategy monitoring.
- a manual focussing on guidelines for incorporating support communications into the entire programming process.
- recommendations for revising PRO-25 or any other programming instrument with operational communication aspects cited.
- checklist for advocacy and communication support for Child Survival and Development Revolution.
- a briefing kit for new communications and programme officers or others
- a network design for improving links among all communications officers for technical and professional problem-solving.

### 4.0 Tasks and Methods

4.1 To analyze ongoing and previous efforts to fully integrate communication into country programming and develop a set of guidelines for inclusion in PRO-25 and that are acceptable and of practical use to field staff.

4.2 To work out the design of operational procedures for a UNICEF programme communication network designed to link officers working on projects in water and sanitation, infant and child feeding, non-formal education, EPI, community-based programmes, urban development programmes, training, advocacy, women's programmes, etc. and to better allow them to share ideas, products, problems and solutions.

4.3 To determine what new communications officers will need to assist them in their work of guiding country offices in the understanding and utilization of communications in programmes benefitting children.

4.4 To review "burning" issues of common interest with a view toward developing guidelines and/or internal memoranda or PRO.

- (a) Analyse the role of social communication cum marketing techniques in Child Survival and Development Revolution.

(b) Review of current thinking on the knowledge-attitude-practice (KAP) sequence of social change. Under what circumstances does practice, (i.e. acceptance of the intervention) precede favourable attitude toward it? What is UNICEF's role in this sequence?

(c) Where does UNICEF communication stand in relationship to "motivation" vs. "comprehension" as a message or communication strategy goal?

(d) Advantages/disadvantages of using mobile units; where have they been successfully or unsuccessfully used? Under what conditions?, etc.

(e) Methods and components of a "communications support resources appraisal" to precede programme formulation and implementation.

(f) Pretesting: different ways to test different kinds of media and messages.

(g) Methods for orienting UNICEF staff, government and NGO counterparts to the communication planning approach and practice.

(h) What is the role or emphasis of communications in more semi-industrialised countries? What is the role of public service in advocacy amongst planners? At what point does project support communications change its focus from project to communication programme per se or to advocacy for children in general?

4.5 Through subject and media-specific displays and examples of communication products and papers from country offices, to develop a catalogue of internal resource materials; discuss equipment, production and budgetary problems.

## 5.0 Participants

The workshop will be most useful to communication (PSC and information), programme and planning officers, and some representatives.

## 6.0 Workshop Methodology

6.1 The workshop's format will remain flexible alternating between plenary presentations followed by short discussions and small working group sessions, depending on the tasks. The organizing principle will be to produce reference, briefing and orientation materials based on practical and field-generated experiences. Selected participants will be asked to present case studies of communications within specific programmatic themes or interventions. Mornings will be devoted to the presentations followed by short discussions which will be synthesized by working groups in the afternoon. Selected evenings will be devoted to clinics during which resource persons will make short presentations which will explore a range of cross-sectoral "burning issues" and concerns, such as advocacy, mobile units, pretesting, knowledge, attitude and practice. Additional clinics devoted to specific problem and skill areas such as equipment procurement, graphics and print planning and video are also planned. A steering committee composed of the organisers and participant representatives will administer the workshop. Meeting daily, it will review the past day and recommend adjustments to forthcoming sessions. Any participant is welcome to express views and concerns, thus assisting in workshop self-monitoring.

6.2 Preparation and presentation of case studies: Case studies will be the basis for many workshop outputs. The presentation and group discussion results will be developed into a flexible programme guide to assist others who are working in a similar area. Combined guides and an overall synthesis will provide a framework for an overall communications programming guide. While the suggestions which follow may seem demanding for a workshop case study, those prepared will provide a practical experience based for workshop discussions. During the workshop many modifications are likely to be made, therefore, a thorough understanding of the situation presenters worked in; the logic behind the choices made by the presenters is essential. While it may not be possible or even relevant to address each point below, they are provided as a starting point for each case study.

- how did this programme support communications component relate to the country programming process?
- how were the potential resources and needs for programme communication developed?
- how were the communication components developed:
  - . rationale and justification
  - . who the target groups are
  - . what research and development was undertaken, if any
  - . what are the mixes of training, people's participation, mass media, community-based media, appropriate technologies, etc.
  - . is there a specific role for women within the programme communication in UNICEF.
- have the communication components been monitored, if so, how?
- has there been any evaluation?
- what have been some of the problems/constraints and how were they overcome? Samples of audio-visuals and instruments used wherever possible will be appreciated, (welcomed with warmth ... and even affection). Brief summaries of the papers will be expected to be lodged with R.R.N. Tuluhungwa, the co-ordinator by 30 June 1984.

6.3 Group tasks following presentations: The case study and other presentations will be followed by small group discussions. By the end of the discussion period, each group should have prepared a framework for each intervention case which should serve as an adaptable guide for a communications or programme officer for planning and implementing development communications components for similar projects. Although the presented cases will obviously be set in a specific cultural and programming environment, group participants are expected to generalize from experiences of each member. This will give a wider view and be more applicable.

In plenary sessions following case study group discussions, groups will present their synthesis for discussions in an effort to identify commonalities and make recommendations which will form a framework for the programme communications approach. Certain core processes fundamental to developing communication strategies such as the following which will include tools and mechanisms for:

- appraising communication resources and needs both within the community and within the intervening agencies
- identifying target groups
- specifying behaviors of each target group which showed that they have accepted the intervention
- developing activities (strategies) to maintain or bring about the behavior
- developing and designing media to support the activities
- training in communication for UNICEF and government
- monitoring and evaluation of communication activities and products

Other presentations such as that on the idea of a UNICEF communication network will also be made at plenary sessions followed by small group or voluntary committee work to further develop proposals.

## 7.0 Clinics

7.1 Knowledge, Attitude and Practice (KAP): Social development literature is full of prescriptions for "changing attitudes" of target groups. Recently Western-based motivation research has been suggesting that attitudes favorable or unfavorable may not be as important as previously thought in motivating people - an example, bring all the surveys showing "favorable" attitudes to family planning held by legions of non-acceptors. In fact, it is possible that stated attitudes are unreliable indicators of whether people accept or reject an intervention. Further, those "favorable" expressions of approval probably follow acceptance of an intervention.

Well, what comes first? Practice? Knowledge? Attitudes? Does it vary from intervention to intervention? This clinic will explore the controversy in depth and relate it to UNICEF's work in programme support communications.

7.2 Advocacy: What is advocacy and how does it change as developing countries move into the mid-range and high income brackets? To start this discussion, two examples will be presented:

- the country approach to advocating for children: a Korean example
- a subject-specific approach to advocacy: breastfeeding in Brazil

Other discussion topics will include:

- advocacy strategies at international, national, sub-national and community levels could focus on five-year economic plans as indicators of positive advocacy work on the needs of children

- advocacy through NGO's, universities, institutes, etc.
- target groups for advocacy according to the levels of industrialization
- use mass and community media for advocacy according to the levels of industrialization
- advocacy tools: identification and use of case studies, etc.

7.3 Mobile Units: Mobile units for information, services, training; community organizations will be studied and the advantages and limitations examined in terms of communities participating in intervention, cost, capital recurrent expenditures and manpower considerations. This session will present an overview of a variety of interventions using mobile units and an attempt to evaluate to what extent they achieved their development objectives.

7.4 Pretesting: The first portion of this session will address such questions as:

- why formative evaluation or pretesting?; the importance of it
- what some of the successful examples are. What some of the well-known failures are - those examples which could have used pretesting, but didn't
- what are the difficulties in practice? Are there effective shortcuts?
- participants' own experience in formative evaluation and pretesting

The second portion will introduce (or re-examine) practical, simple, quick and economical methods of testing/evaluating a range of communications:

- messages
- posters
- radio spots
- films
- training methods and curriculum

The session will draw heavily on the practical work developed by Andreas Fuglesang, Fred Reed at the University of Chicago; Ane Haaland and Cynthia Reader of UNICEF, Nepal; Paul Samuels and Everett Rogers of Stanford University; the East-West Center, University of Hawaii; George McBean of UNICEF, Nairobi and others as suggested or produced by proposed participants.

7.5 Exhibition/production clinic(s): The workshop will attempt through examples brought from field offices and produced outside to review problems and both standards and innovative methods of planning, production and distribution of media products in the following categories:

- print (offset)
- silkscreen
- slides
- video
- audio
- film
- displays
- flipcharts
- others

This clinic will include an exhibition area to be maintained throughout the workshop and discussions based on self-administered questionnaires available to all participants at the workshop opening. The goal of the exhibition is to maximize discussions of problems and solutions relating to production processes involved and shared experience about resources and training for local production.

7.6 Video procurement/operations workshop: Selected participants assisted by consultants, will demonstrate and discuss potentials of video for communication, advocacy, training and staff development with emphasis on how to identify proper equipment "kits" with a range of use including internal tapes, project assistance, links with local broadcasting and links with UNICEF headquarters and international broadcasting outlets. If possible, a familiarization session on equipment use and maintenance will be held.

7.7 Motivation vs. comprehension as PSC goal: Communications support has a traditional emphasis on persuasion and motivation with the goal for effectiveness rooted in specific, planned, behavioral change. A new approach advocated strongly by some development communications researchers and practitioners moves the emphasis for effective communications to the non-behavioral realm of "comprehension", asking only if the audience understood the message as intended by its producer. Behavior change is presumed to be based on complex value judgements by the message receiver with the message being judged on its information value for increasing the receivers' ability to choose new behaviors rather than actually causing a new behavior to be chosen. Such an approach presumes all people have equal capacity for making choices within their own psycho/socio/cultural environments and clear comprehensible information is a key factor in increasing the ability to make choices. Even in a persuasion model, comprehension is a prerequisite for assuming a communication activity or message is influential in a specific behavioral change.

A discussion of UNICEF communications officer's views on these issues will help clarify both communication planning and evaluative procedures and strongly influence message design research.

7.8 Communications support assessment in programming: An early operational step in developing communication support for UNICEF-assisted programmes may be a practical assessment matching communication support needs to UNICEF-provided and project area and organisation-related capacities for training, advocacy and production.

This clinic will take examples of communication support assessments including source-audience matching, message types, editorial and production capabilities, pretesting, monitoring and distribution, to support various project aspects including administrative/managerial communications, trainer training, project advocacy, village level training and monitoring.

The clinic will discuss assessment procedures and attempt to develop a workable format for decision-making on how much and what kind of support are actually feasible given a project's personnel, equipment resources and organizational linkages.

7.9 Communication for communication clinics: This clinic will draw heavily on experience from communications officers and discuss and analyze successful efforts and problems in introducing and institutionalizing communication concepts and practices in UNICEF offices and with government and NGO counterpart agencies.

The clinic will have two sessions. The first will be early in the

workshop and outcomes will serve as a partial base for plenary and group discussions and other clinics. The second session will be toward the close of the workshop and focus on developing a communication support for PSC strategy and help develop the required contents of an orientation kit for new communications and programme officers.

#### 7.0 Reading Materials

A list of reading material for all workshop sessions and clinics will be provided to individual participants in January. It will be most helpful if they are read before the workshop.

#### 8.0 Workshop Administration and Management

8.1 The overall workshop co-ordinator is Mr. R.R.N. Tuluhungwa.

8.2 All participants are to be nominated by their country or regional office.





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