GLOBAL WORKSHOP

COMMUNICATION SUPPORT FOR PROGRAMMES FOR CHILDREN

Bangkok, 23rd January – 3rd February 1984

1.0 Background

After a long delay based on budgetary constraint as opposed to need, the first
global workshop on programme support communications is being planned for early
1984. The rationale behind the workshop has not changed from when it was
first proposed in 1981, however, the original goal of standardizing programme
support communications within the UNICEF programming process has since been
enriched based on the added experience of two years, valuable ideas from
country and regional workshops and meetings and feedback on the original plan.

All field sources agree that the process of institutionalizing communications
support within all phases and forms of development programmes needs to be
built and strengthened further at country, regional and headquarter levels.
There is also agreement that the time is past ripe for drawing together
communications staff at a forum where experiences can be consolidated, skills
shared and communications (essentially PSC)-related problems discussed with an
objective of strengthening professionalism among PSC officers and its
integration with programming, project implementation and advocacy.

The workshop will provide a forum flexible for discussions among UNICEF PSC professionals, information and programme officers with PSC experience, where issues of mutual interest will be explored. They will also assist in producing a basic set of urgently needed products, recommendations and communications strategies for institutionalizing and strengthening communications capacity in UNICEF.

2.0 Objectives

The workshop's objectives are:

2.1 To determine the process and mechanism through which Programme Support Communications (PSC) can be fully integrated into the basic services programming processes and advocacy.

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

2.3 To develop guidelines and a resource base for flexible application by communications officers in promoting and facilitating attitude and behavioral reinforcement or change in community-based programmes such as EPI, PHC, water and sanitation, nutrition, etc.

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

3.0 Workshop Outcome

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

- 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.

- a briefing kit for new communications and programme officers or others

- a network design for improving links among all PSC officers for technical and professional problem-solving.

4.0 Tasks and Methods

4.1 To analyze ongoing and previous efforts to fully integrate PSC 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 PSC 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 PSC officers will need to assist them in their work of guiding country offices in the understanding and utilization of PSC in programmes benefitting children.

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

(a) 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?

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

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

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

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

(f) Methods for orienting UNICEF staff, government and NGO counterparts to PSC concept and practice.

(g) What is the role or emphasis of PSC 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 PSC programme per se or to advocacy for children in general?

4.5 Through subject and media-specific displays and examples of PSC 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 PSC, information, programme and planning officers.

6.0 Worshop Mehodology

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 sythesis will provide a framework for an overall PSC programme 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 PSC developed?

— how were the PSC 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 PSC activities

- have the PSC elements 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 15 December 1983.

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 PSC 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 the plenary session 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 PSC approach. Certain core processes fundamental to developing PSC components should be stressed. These would include:

- appraising PSC resources and needs both within the community and within 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 for PSC

- monitoring and evaluation of PSC activities and products

Other presentations such as that on the idea of a UNICEF PSC 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 oif 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 <u>Exhibition/production clinic(s)</u>: 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 PSC 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 PSC officer's views on these issues will help clarify both PSC 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 PSC for PSC clinics: This clinic will draw heavily on experience from PSC field officers and discuss and analyze successful efforts and problems if introducing and institutionalizing PSC 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 PSC for PSC strategy and required contents of an orientation kit for new PSC and programme officers.

8.0 Reading Materials

The following reference materials will be distributed to the participants to provide a common ground for discussion, though not necessarily a base for agreement. (Participants are welcome to suggest other materials but please let the workshop co-ordinator know well ahead of time so duplication and distribution is possible).

(a) Concept and Practice of KAP

(b) About Understanding, by Andreas Fuglesang

(c) PRO-25: "Recommendations to be Submitted to the Executive Board Meeting in 1979"

(d) PRO-87: "Situation Analysis: Some Proposals for Systematization. Improvement and General Adoption Over the Next Few Years"

(e) "Note on the Role and Work Methods of UNICEF Advisors on the Use of Communication Techniques in Project Support", by Boubacar Sock

(f) "Programmer's Guide for Support Communication within UNICEF-Assisted Projects", from UNICEF Bangkok Workshop, February 1980

(g) "Report of the Americas Regional PSC Workshop", from Jamaica, 1981

(h) "A Framework for Integrating PSC in the Programming Process", from the Philippines, 1981

(i) "SIGRID: UNICEF Audio-Visual Planning Guide"

(j) "Guidelines for Designing, Selecting and Field Testing Visual Aids Draft", WASH technical report, 1983 by J.L. Cox and R. Wileman.

(k) "Community Organization and Rural Development: A learning Process Approach", by David Korten.

(l)..Mohonk II report

(m) "Lessons Learned from Community Experience", from Community Participation Network, 9 September 1982.

(n) "Guidelines for Media Production", United States Environmental Protection Agency paper.

(o) "Trends and Issues in PSC: A Perspective from the Field", by Jane Bunnag.

9.0 Workshop Administration and Management

9.1 The overall workshop co-ordinator is Mr. R.R.N. Tuluhungwa. A person from the Bangkok Regional Office will oversee all local arrangements including administration, transport, travel, etc.

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

TENTATIVE SCHEDULE FOR GLOBAL WORKSHOP
COMMUNICATION SUPPORT OF PROGRAMMES FOR CHILDREN
23 January to 3 February 1984, Bangkok, Thailand

Time	23 Jan. Mon.	24 Jan. Tues.	25 Jan. Wed.	26 Jan. Thurs.	27 Jan. Frid.	28 Jan. Sat.	29 Jan. Sun.
9:00 to 10:15	Opening and admin. issues.	Plenary: water and sanitation.	Plenary: EPI	Plenary: urban and women programmes.	Plenary: infant feeding and PHC	Committee work PRO-25	Free
10:15	coffee/ tea	coffee/ tea	coffee/ tea	coffee/ tea	coffee/ tea	open	
10:15 to 11:30	Workshop Overview and	group work	group work	group work	group work	open	
11:30 to 12:00	discus- sion	plenary synthesis	plenary synthesis	plenary synthesis	plenary synthesis	open	
12:00 to 2:00	lunch	lunch	lunch	lunch	lunch	open	
2:00 to 5:00	clinic/ groups	clinic/ groups	clinic/ groups	clinic/ groups	clinic/ groups	open	
		clinic PSC for PSC (1)	clinic print	clinic print	clinic advocacy		

Time	30 Jan. Mon.	31 Jan. Tues.	1 Feb. Wed.	2 Feb. Thur.	3 Feb. Fri.	4 Feb. Sat.	5 Feb. Sun.
9:00 to 10:15	plenary network for PSC	clinic assess- ment.	plenary review PSC manual	production clinics	follow-up assign-	open open open	dep. dep. dep.
10:15	coffee/ tea	coffee/ tea	coffee/ tea	coffee/ tea	coffee tea		
10:15 to 11:30	materials demonstr- ation	clinic K-A-P	groups revise PSC manual	production clinics	open	open	
11:30 to 12:00	plenary open	plenary open	plenary PSC manual	plenary production/ training			
12:00 to 2:00	lunch	lunch	Lunch	lunch	lunch		
2:00 to 5:00	clinic mobile units	clinic pretest- ing	clinic PRO-25	clinic PSC for PSC (2)		open	
	open	PSC orient- ation kit	plenary PRO-25	plenary PSC for PSC	open		

Please arrive in Bangkok on 21 or 22 January 1984.

What is PSC?

Project Support Communications (PSC)* can be defined as the systematic use of communication techniques— either interpersonal or via the mass media— aiming at facilitating the implementation of UNICEF-assisted programmes/projects. The end result is usually changed attitude and behaviour, active participation and support of the people in the programme area. PSC-type activities have been under way for a long time; techniques vary from traditional (e.g. puppetry, popular theater, singing) to modern (e.g. radio, TV, video).

Because of the heavy use of media, PSC has often times been mistaken as simply the production of audio-visual materials. It is actually a much more complicated process involving pre-operational research, planning, production and pretesting of materials, implementation, monitoring and evaluation, and not just a one-way, direct, communicator-to-passive-receiver activity. Above all, PSC demands an understanding of the audience and its needs and aspirations as it helps to identify potential problems and increase communication between ALL people involved in a project at ALL levels. It ensures communication from beneficiaries to planners, among planners and from planners to beneficiaries.

PSC is part and parcel of the programming exercise. A PSC officer should be a regular member of the programming team.

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* known as Development Support Communication (DSC) in UNDP.

The role of the PSC officer is to advocate the use of communication inputs for project planning and implementation, to support Programme officers by providing professional advice and technical backstopping services, and whenever possible, to assist governments in building up national capacities and facilities in PSC.

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