



Project Support Communications **Newsletter** • Information Division, UNICEF, New York, N.Y. 10017

## WHAT IS PSC?

"How about an issue for UNICEF programme officers (not just communications specialists) or a regular column on PSC explaining what it is and how programme officers should think about it?"

The above suggestion was received from an Assistant PSC officer in response to the questionnaire that we distributed with Vol.2, No.3 of this newsletter. In order to clarify the concept of PSC, we are reproducing here an Information Division paper prepared for use in UNICEF Board documents. It covers the concept and history of PSC, the major functions of PSC service at New York Headquarters, and some of the highlights of PSC activities in the past year.

### THE CONCEPT AND HISTORY OF PSC

Project Support Communications (PSC) refers to techniques for communication-- either interpersonal or via the mass media-- aiming at improving the operation of UNICEF-aided programme activities. PSC-type activities have been under way for a long time; techniques vary from traditional to ultra-modern.

PSC should be viewed as a total process involving communication planning around selected strategies, message production, dissemination, reception, and feedback-- not just a one-way, direct, communicator-to-passive-receiver activity. Above all, it demands an understanding of the audience and its needs and aspirations. Without this, a project will not succeed.

The first PSC unit was created in 1966 in Bangkok. It was first known as the Human Resources and Mass Communication Unit, initially financed jointly by UNICEF, UNDP and OPI, under the administrative responsibility of the Information Division in New York. The Unit was later renamed Development Support Communication Service (DSCS). Administrative responsibility was transferred to UNDP, which funded the unit's expansion, toward the end of 1969. A year later, UNICEF appointed its first PSC field officers, and by the mid-seventies there were PSC posts in all regional offices and a small PSC unit in New York. In a number of large programmes, project-level PSC officers have also been appointed.

From the outset, it was recognised that PSC should be the responsibility of individual programme officers. PSC officers act as advocates on the use of communication inputs for project planning and implementation. They also provide a broad range of professional advice and services to the programme officers. They try to build up national capacities in PSC and draw upon

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local PSC resources in the private sector. Over the years, most programme officers have become sensitized to PSC. It is hoped all will be sensitized in the foreseeable future, allowing PSC officers to concentrate on identifying PSC resources, providing technical backstopping services, and disseminating new communication research findings.

#### FUNCTIONS OF PSC SERVICES AT NEW YORK HEADQUARTERS

- Strengthening of awareness amongst UNICEF staff of the role of PSC in popular participation for community-based or basic services, including primary health care.
- Acting as a focal point for exchange of experiences and skills, and coordinating communications planning, implementation and evaluation.
- Providing guidance to Programme Division and field offices in the assessment and evaluation of PSC components of UNICEF-assisted programmes and projects.
- Identifying PSC resources and keeping track of the latest communication research relevant to UNICEF field programme work.
- Disseminating communications research findings to PSC and programme officers in the field through the periodic PSC newsletter, regular consultations, and staff development and training programmes.
- In collaboration with the Supply Division, providing technical backstopping to field offices in production and purchase of educational and communication supplies/equipment.
- Identifying, interviewing and orientating PSC officers.

#### HIGHLIGHTS OF PSC ACTIVITIES IN 1978

- A nine-week international training programme in Communications for Social

Development was held in Nairobi for 47 participants drawn from English-speaking countries south of the Sahara. The sponsors were UNICEF, UNESCO, International Planned Parenthood Federation and the University of Chicago.

- In Chiapas, Mexico, community radio broadcasts continued in four Mayan dialects and in Spanish as part of a basic services programme. In addition to health, education, agriculture and women's projects, an innovative activity to support local food production-- "garden radio school"-- was broadcast.
- India has moved into effective field testing of a rugged radio receiver powered directly by solar energy. This was developed for schools by UNICEF, Central Electronics Ltd. and the National Physical Laboratory. Prototypes have been tested since July 1978 in schools in the Kashmir Valley and the Ladakh Plateau.
- In South India, a PSC initiative in motivating and training villagers to look after water handpumps has brought the earlier malfunction rate of 80% down to less than 20% in Tirunelveli district, Tamil Nadu state.
- In Peru, Bolivia and Paraguay, UNICEF has worked with community leaders and, through meetings and mass media, whole communities. The objective has been to provide them with the basic skills to identify their own community problems and to find solutions to them.
- In Thailand, activities have included the planning and implementation of a campaign to promote breastfeeding.
- In Bangladesh, training materials were developed to increase the ability of UNICEF staff and their Government counterparts to identify, plan and implement communication components within projects.

As you know, the purpose of the PSC newsletter is to strengthen existing channels of communication between field offices and Headquarters, to circulate news and views of PSC activities in the field, and to provide an arena for discussions.

This is your newsletter. You have valuable experiences and ideas that others would like to share. So, once again, we hope that you will find time to contribute to the newsletter. We welcome reports not only of outstanding achievements, but also of difficulties encountered and problems which may lead to problem-solving discussions.

- Editor -

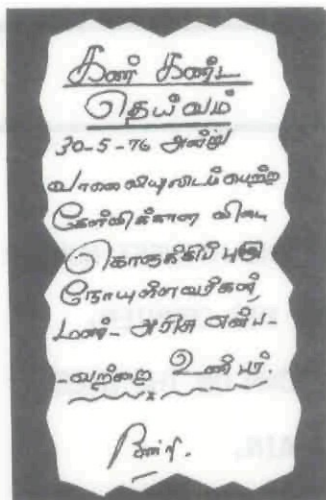


## HEALTH MESSAGES THROUGH RADIO DRAMA - A SRI LANKA EXPERIENCE

For copies of the detailed report, write to: UNICEF, Colombo.



Postcard Reply  
"BCG Prevents TB"



Postcard Reply  
"Hookworm"

During 1974-1976 UNICEF, with the financial support of other agencies, assisted the government of Sri Lanka in the development of a series of radio dramas conveying basic family health messages. While the idea of developing educational radio dramas is not new, incorporating health messages into the radio dramas is a new attempt in this country.

Sri Lanka was selected for this radio drama "experiment" because it has a well developed media infrastructure and a high level of literacy, and it shows many of the population characteristics of developing countries.

Two of the radio dramas were studied in a report prepared by Mr. Piyasoma Medis and Mrs. Marty Rajandran. The radio dramas dealt with daily problems in an ordinary family with obvious health, nutrition and family planning messages woven into the stories. Special attention was given to topical health problems such as malaria, typhoid, cholera, tuberculosis, etc. Health questions were asked at the end of each programme and the audience was invited to send in postcard replies.

In order to find out the popularity and educational impact of the two programmes, the Publicity Officer, Health Education Bureau of the Ministry of Health, conducted a mail survey. The response was very good, even though no prizes were offered. 95% of the postcard replies gave correct answers. 60% were received from females (the target audience being young women). Based on the above findings, the sponsored programmes were popular and successful.



The radio dramas were enjoyed by all ages



# NUTRITION Snakes & Ladder

## Rules:

- TWO, THREE OR FOUR PLAYERS MAY PARTICIPATE.
- THE PLAYERS THROW THE DICE, THE PLAYER WHO HAS THE HIGHEST NUMBER STARTS THE GAME BY THROWING THE DICE AND MOVING HIS COUNTER, STARTING AT SPACE 1, ACCORDING TO THE NUMBER SHOWN ON THE DICE.
- IF A PLAYER SCORES A SIX, HE THROWS THE DICE AGAIN. IF A COUNTER STOPS ON THE HEAD OF A SNAKE, THE PLAYER MUST FOLLOW THE COURSE OF THE SNAKE UNTIL HE/SHE GETS TO ITS TAIL, THEN HE CARRIES ON FROM THAT POINT. IF A COUNTER LANDS AT THE FOOT OF A LADDER, THE PLAYER MOVES IT TO THE TOP, AND CARRIES ON FROM THERE.
- BOTH THE SNAKES AND THE LADDERS CARRY MESSAGES THAT THE PLAYER WHOSE COUNTER LANDS ON THE HEAD OF A SNAKE OR THE FOOT OF A LADDER SHOULD READ OUT TO THE OTHER PARTICIPANT/S.
- THE FIRST PLAYER TO REACH 100 IS THE WINNER, BUT HE MUST THROW THE EXACT NUMBER REQUIRED TO WIN. IF THE NUMBER REQUIRED IS TWO, BUT A PLAYER THROWS A FOUR, HE MOVES HIS COUNTER FORWARD TWO SPACES AND BACKWARDS TWO SPACES.





# ers

98 BOTTLE FEEDING OFTEN HEARS	97	96	95 BAD BUDGETING CAUSE	94	93	92 HELPS WOMEN HAVE HEALTHY BABIES.	91	
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23	24 GETS THE BEST START IN LIFE.	25	26	27	28	29	30	
18	17	16 CAUSES ILLNESS.	15	14 INCREASED FOOD PRODUCTION IS USELESS	13	12 CHILDREN'S CLINICS	11 CAN MAKE YOU WEAK AND UNHEALTHY.	
3 A BREAST FED CHILD	4	5	6 APART FROM BUILDING YOUR BODY	7	8	9	10 IF STORAGE NETS ARE POOR.	



## "HANDS-ON" WORKSHOP ON EDUCATIONAL MATERIALS - REPUBLIC OF KOREA

(based on an interview with Dr. Jose Manduley, PSC Officer, UNICEF - Seoul)

Some 20 social and field workers gathered in Suwon last July to attend a UNICEF PSC Hands-on Workshop on Low Cost Educational Materials organised by Dr. Manduley. They learned to plan, select, and produce educational materials such as flannelgraphs, transparencies, slides, tapes and puppets at low costs. They also learned about the concept of PSC-- the need for communication components in social development projects.

The participants represented various Korean educational, health, and social welfare agencies and institutes. Dr. Manduley invited resource persons and lecturers from Yonsei University, Korean Educational Development Institute, Presbyterian Medical Center, etc. He divided the participants into four groups according to similar fields of specialisation or subject matter interest: Group I - Nutrition (rural), Group II - Social Welfare (urban), Group III - Early Childhood Education (urban), and Group IV - Health (rural). Each group selected a leader from among its members to coordinate the group's activities and to act as the group's spokesman.

The working sessions introduced the selected educational teaching methods and techniques, provided mini-lectures on their advantages and limitations, and demonstrated how to plan, select and produce them. Finally, the participants actually created and produced their own teaching materials. Upon completion of the working sessions, each group was asked to do a final project, using a selected teaching material.

As the title suggests, the emphasis of this workshop was not on lectures but on hands-on

experience. According to a survey done after the workshop, the participants considered the "hands-on" session the most enjoyable and the best learning experience.

To assess participant background and expectations, Dr. Manduley developed a preliminary questionnaire. It was found that a large majority of the participants were currently involved in some form of audiovisual educational activity, almost half had planning responsibilities, but only a few had production and evaluation responsibilities. The participants had had experience in using various kinds of audiovisual materials. Their target groups included pre-school children, villagers, teenagers, and school students. The participants encountered problems in producing educational materials because they lacked knowledge about certain methods and techniques, and because resources were inadequate. Overall, the participants expected to learn to communicate more effectively through the use of selected educational materials.

Based on the data collected from a final evaluation questionnaire, the workshop met the expectations of most of the participants. The majority requested further practical training. A few were interested in evaluation techniques. Here are some of the comments made by the participants:

- Subject selection of the workshop is very good because we need this kind of practical training. Participants could actually learn to produce materials by themselves.



Mr. Michael Park, our Assistant Programme Officer and Nutrition expert in Seoul, at the workshop. His enthusiastic smile is most encouraging!



The Early Childhood Education group at work.

- This is the first time I have participated in this kind of workshop. I learned many ideas for my daily work. In the future I will contact Korean Educational Development Institute and will produce our own materials for our programmes.
- The time schedule was tight. It could be better if you improve and develop lectures to emphasize more specialized and in-depth topics.
- The most useful result of this workshop for me was that I could meet

personnel from related social welfare organisations.

- I appreciate UNICEF very much and would like to recommend that you hold this kind of workshop more often in order to give more practical training to educators who are working for communities. In general, the participants felt that the workshop was well-planned, well organised, and useful. They were interested in attending future UNICEF-sponsored PSC workshops or seminars.



*Sample of a Certificate of Appreciation designed by Dr. J. Manduley-- an idea most welcomed by workshop participants in Korea.*

*It serves two purposes:*

- 1) *as a public information tool for possible display and free promotion of UNICEF and PSC work.*
- 2) *as a token of appreciation to the participants for supporting PSC work.*

by  
*The United Nations Children's Fund  
(UNICEF) Korea Office in grateful appreciation  
and recognition for the outstanding cooperation and  
participation at the*

국제연합아동기금 (유니세프) 주한 대표부는 금번 귀하께서  
본 기관이 주최한 회의에 참석하여 적극적으로 협력해  
주신데 대하여 심심한 감사를 드리는 바입니다

*Date awarded*  
수여일자

*Allen E. McBain*  
**UNICEF Representative in Korea**  
알렌 이 맥베인  
유니세프 주한 대표



## EDUCATIONAL TOYS PROJECT - BANGLADESH

*The production of toy construction pieces made from bamboo is the newest UNICEF-assisted activity in Bangladesh. The objectives are to make educational toys from locally available materials and in the process create work and generate income for poor women with few skills.*



A. Robinson



Z. Warren

*Teaching with local resources. Part of the Educational Toys Project. Dinajpur, Bangladesh*

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Notes

**Lead article: What is PSC?**

**Other contents: Nutrition snakes and ladders (a dice game); Hands-on workshop on educational materials, Republic of Korea (report on workshop held in July 1978); List of UNICEF PSC Staff in the field, and at Headquarters**

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