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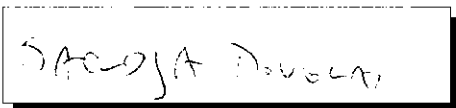
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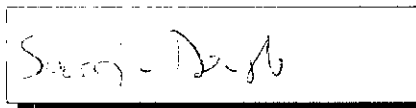
26 pp

The report emphasizes the importance of projects that propagate health education information, help improve diet among villagers, implement new agricultural practices, also contribute to raising living standards and facilitate the mobilization and integration of rural villagers so that they can play an enhanced role in national development. The slideshow "What is PSC?" is shown as part of the report. The report also accounts for the 4 major PSC workshops held during 1978. JCM had been successful at inviting government officials of different levels -- which is not done in Korea -- but the officials enjoyed meeting each other and had a good exchange of views.

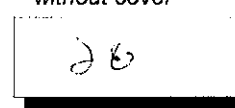
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METHODS AND TRAINING CONTENT FOR THE RURAL  
NUTRITION IMPROVEMENT INSTITUTE

Presented by

Dr. Jose C. Manduley  
Project Support Communications Officer  
UNICEF Korea Office  
Seoul

Nutrition Workshop  
Office of Rural Development

20-22 October 1978

Distinguished Guests, Ladies and Gentlemen:

It gives me great pleasure in being here today participating in this most important Nutrition Workshop whose objective is to establish long and short-term plans for the new Nutrition Improvement Institute. It should be emphasized that this Institute is an important step for training extension workers and the instructors of these workers. According to the distinguished Professor Derek Miller from the Queen Elizabeth College in London, who has provided consulting assistance to ORD in a number of occasions in its applied nutrition programs, emphasized the:

- preparation of teaching materials, especially manuals for the Saemaul movement.
- training of extension workers needed to expand the ANP.
- training of ANP workers from other countries.

Dr. Miller also recommended(1976) that the "training of extension workers to implement the programme should be undertaken by the proposed Applied Nutrition Institute which would also provide technical assistance and research. Training of village leaders should be undertaken by PORD and ORD at the provincial and Gun levels:

the necessary facilities should be provided. Both types of

training should be regularly evaluated to ensure they meet changing needs<sup>1)</sup>. When Dr. Miller returned to Korea in October 1977 he added the following ideas with respect to training:

"Central training of extension workers at the new Institute is the key to the whole structure, and the present course should be expanded to include a better scientific understanding of the subject matter. It must be admitted that simple didactic instruction over a two-week period has been very successful in ANP work in Korea, but the future need for a more sophisticated approach in this rapidly developing country is clear. Care must, however, be taken not to produce overtrained extension workers who will aspire to an urban life and quit the service. The first task is to provide a refresher course for those already employed, and a four-week period every 3-5 years is recommended<sup>2)</sup>.

Furthermore, Dr. Miller states that "since the central theme of UNICEF support is for children, and much of the work of the new Institute will be directed to improving their nutritional status, it is important that field workers are selected for their ability to cope with children (especially pre-school children) and their problems<sup>3)</sup>.

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- 1) Derek S. Miller, Korean Applied Nutrition Programme, UNICEF/FAO, May 1976 pp. 70 and 75.
- 2) Derek S. Miller, Brief Report of Assignment to advise on the Establishment of an Applied Nutrition Training and Research Institution at Suwon, Korea. Seoul: UNICEF, 1977 p. 6
- 3) Ibid

I have been requested by Mr. Seung Kyu Chun, Chief, Home Improvement Division, at ORD to address this workshop on the topic of methods and training content for the Rural Nutrition Improvement Institute. Before I do this I would like to give some background on the kind of work I have been undertaking at the UNICEF Korea Office. I arrived in Seoul, in October 1977, to take up my duties as the Project Support Communications Officer for UNICEF Korea Office. Since then I have been in very close contact ties and discussions with the Office of Rural Development. I would like to reiterate my sincere appreciation to Mr. Chun for his continuing support, kind understanding, and hard work during all my visits to Suwon in my first year of working here in Korea.

The Meaning of Project Support Communications

Most developing countries are faced with similar economic and social problems. In many such countries planners and

administrators must contend with food shortages, lack of or inadequate basic services, illiteracy and an ever-increasing population. It is obvious that Korea does not have food shortages, does not have a very high illiteracy rate or even though it may have an increasing population, its family planning programs apparently are very successful. However, if a real national economic development is to occur, there must be social transformation and in order to this to happen, human resources must be mobilized and difficult human problems solved. Among the primary concerns of every developing nation are to improve its living conditions and develop its communities. In order to induce change in attitudes and thus propel community development, there must first be social awareness and motivation.

Community development here defined implies reaching a decision and taking action on a large number of issues that call for local community projects of a self-help nature. Projects such as propagating health education information, helping improve diet among villagers, implementing new agricultural practices, ameliorating nutritional standards, and so forth are among those which contribute for improved living standards which can subsequently can facilitate the mobilization and integration

of rural villagers so they can plan their role in national development.

Within UNICEF, Project Support Communications -- PSC, is the overall term used for the entire activity devoted to building some form of communications elements to help implement development project in every field: be it health, nutrition, education, or social welfare.

There is no doubt that communications and the mass media have played a significant role in contributing to national development in third world countries, as well as in developed and industrialized societies. It is my belief that communication in itself is a vital factor for development and some researchers have stated that without it economic and social development will inevitably be retarded and may be counter-productive.

(Slidestape show "What is PSC?" may be presented)

During 1978, four major PSC activities involving ORD and other UNICEF-assisted projects were planned and implemented by me.

The first one, held in April, the Communications Workshop on Health and Nutrition Education was jointly sponsored by UNICEF and the Presbyterian Medical Center's Community Health Department in Jeonju, Cholla Pukto. This workshop was most beneficial in providing useful suggestions and recommendations

for future PSC work and activities. ORD was represented by Mr. Chun who was kind enough to bring current teaching aids which he had presented at a Bangkok UN conference. His presentation was most useful to participants as they had a rare opportunity in learning about the current nutritional status of children in Korea and what is being done to improve their dietary requirements. Over-all, the participation at this workshop was quite varied. For instance, we had the attendance of officials, researchers, field and medical personnel from the Korea Health Development Institute, the Korean Educational Development Institute, the Ministry of Education, the Korean Institute for Research in the Behavioral Sciences, the Korean Development Institute, the Economic Planning Board, the National Institute of Social Welfare, the National Red Cross, Yonsei University, the Presbyterian Medical Center, the Korean Nursing Association, Kanghwa Community Health Project, the Koje Province Project, KAVCO, and observers from Il Shin, Baptist Pusan, Marynowl, Konju, Wonju, Yonhee. Participants and resource persons from all these agencies had an opportunity to exchange ideas and establish some kind of dialogue which is quite rare in Korea. When I arrived in Korea I was told that I was planning any kind of a conference one simply can not mix officials



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from different levels of government, research institutions, and universities with field personnel. I inquired why and I simply was told "It can't be done or you're not supposed to do it." Right from the start I persevered and said to myself "it may not be right but I am certainly going to try." So far, I have held a number of conferences and seminars and I have continually followed a "mixed participant" approach. From the evaluations we have received, the high-and mid-level officials have enjoyed meeting and discussing at the same plane the field personnel. It is very rare for all these individuals to meet at a particular forum in which they all can say their piece and learn from each other's experience.

It is also true that some of our PSC workshops have solely aimed at mid-level production staff and field personnel. The latter have consisted in teaching participants how to plan, and produce simple, easy-to-make effective materials at a low-cost. I have learned that the term low-cost in Korea is not so well-regarded. It is automatically related to poor quality materials instead of realizing that cheap-in-cost materials can be sometimes more effective than ultra-sophisticated technological devices that are completely unrelated and inappropriate to the intended audience. At

times, the simplest aids can communicate much easier to an audience because you are talking in their own terms, in their own lingo. Some people may say why you are using flannel-graphs, slides, puppets if you can use more expensive equipment. The answer is simple, each program or communication campaign must be tailored to the needs and priorities, in some cases the problems, of the audience to be reached. This Format was followed at our July PSC Hands-On Workshop on Educational Materials which was held at the Office of Rural Development in Suwon.

This was a very practical workshop and I believe we all learned very much from it. This was very successful. <sup>we</sup> So thank ORD for having acted as host agency for this extent. ORD benefited in the sense of having sent a number of nutritionists, home economists and staff members from its Agricultural Information Center. What it was innovative in the Suwon Workshop was the distribution of groups by participant's interests and by subject areas. The criteria for this arrangement were to maintain unity and close rapport among group members. Participants working within the same agencies were kept together, as much as it was feasible, since they could relate to the needs and priorities of their own organization's

Programs. An innovative technique which was employed at the Suwon PSC Workshop was to have two working groups dealing with an urban-oriented situation or problem, while the two other groups were concerned with rural areas. Group I- the nutrition group - aimed at a rural situation. This was the ORD and Meals for Million Foundation group. Another innovation at the Suwon Workshop was the selection of group leaders among the Workshop's participants. The leader's functions were to coordinate the group's activities. He was responsible for maintaining a simple record sheet of all activities, progress, problems, and suggestions for improvement of the three working sessions. Recording forms were provided for each leader and were collected after each session. So in fact the group leader acted as his group's spokesman. All participants planned and produced a mini-group project. They were first trained in how to design a proposal for action. Each group was responsible to choose and write a situation or problem (either hypothetical or real) within their field of specialization, bearing in mind whether the situation <sup>was</sup> urban or rural-oriented. <sup>lastly,</sup> We just completed a PSC International Seminar on the Diffusion and Adaption of Innovation at Chun Cheon which was likely successful.

### Training Methods for Nutrition Institute

For those of you who wish to utilize communications and media for health and nutrition programs, I offer the following suggestions;

- 1) Make an inventory of the kinds of educational communications media presently are being used world-wide in non-formal education programs; films, handbooks and discussions sheets to field workers, pamphlets to farmers, multicolor posters, comic strips, radio recordings, village drama performances, demonstrations and discussion groups, educational games, surveys to determine audience feedback, newspapers, and magazines.
- 2) Search for existing talents, facilities, and capabilities, in all sectors of the country.
- 3) Assess major problems that may inhibit the fuller use of these assets.
- 4) Determine any measures already taken to facilitate the coordination, sharing, and better utilization of educational technological resources.
- 5) Organize training workshops and seminars <sup>for</sup> administrators, <sup>planners</sup> and field workers concerning the various uses of the media for health and nutrition education. One training approach might

be to offer the participants a general orientation involving the advantages and disadvantages of utilizing selected media, their planning, implementation and evaluation. It will also help them to identify local resources and local problems which would make them aware of the range of options available to resolve the issues.

However, before launching any major communications media training program, the following guidelines are suggested:

- a) Clearly define your objectives for such a program.
- b) Prepare and pre-test software or program content.
- c) Provide for maintenance or repair of equipment and trained personnel who can be relied upon in the event of power-failures or breakdowns in machinery.
- d) Provide a communications flow-system whereby feedback and opinions can be exchanged between audience and producers. Prior to upcoming programs, notify and advise field workers, monitors, and pertinent staff so that they are given sufficient time to make any necessary preparations.
- e) Create and propagate a public awareness of the programs: why they exist; what results are desired; how their lives can change and what people can do to help.

- f) Choose and combine technologies so that they adapt to the various kinds of health or nutrition programs and according to the differences in the objectives and target audiences.
- g) Bear in mind the advantages and limitations of each medium and their combinations in a multi-media approach.
- h) Know your target audience - age, sex, composition, social status, types of professions practiced, media attitudes, literacy level, beliefs, customs, work and leisure activities. Be certain that the kind of information is one which is of relevance and utility to an audience. I must emphasize that whatever training programmes are selected for the Nutrition Institute, they must be tailored to each type of situation and in discovering ways to merge the talents and facilities in order to obtain a unified effort.

#### RECOMMENDATIONS

- 1) Intensive English-language training should be undertaken by middle and high-level officials and administrators either in an approved Korean Institution or in an appropriate overseas language center. This training is imperative not only to develop closer contacts with sponsoring institutions such as UNICEF but with others outside Korea. If the

Nutrition Research and Training Institute indeed is to be a showpiece of Asia in the area of applied nutrition, better English communication is essential for exchanging information among the many nutrition centers, research institutes, universities' throughout Asia, and in other developing areas of the world.

2) In 1977, Dr. Fred Reed, UNICEF Communications Consultant indicated the need of a staff member solely responsible for the development and coordination for applied nutrition at the Nutrition Institute. I endorse wholeheartedly this recommendation as I see it as a very important step in making the Institute's goals and objectives a reality. The Institute is going to need a number of communication approaches and strategies for the training of its personnel and the extension workers.

3) We just completed a PSC International Seminar on Innovations in Chun Cheon. ORD was very well-represented there in the person of Mr. \_\_\_\_\_ . Both Mr. Ronald Parlate, FAO(1974), Dr. Derek Miller(1976, 1977), and Dr. Reed(1977) indicate the need for new and innovative use of the communications media. It is going to be my job to help you make the objectives a reality. We have such a variety of

expertise in Korea that staff development seminars are going to be necessary to be held early next year. Let us think of the way which we can be innovative and creative. How about using Video-Taping Recording (VTR) for assessing audience feedback. This certainly can be a very good way to motivate the field and the staff. You also can see instantly, if things have not gone so well. Thus, one can improve our teaching or training courses because we can see on the screen whatever we are doing wrong. However, we must be prepared to accept some sort of criticism. This is necessary if you want things to move forward on the right direction.

- 4) The training content will vary according to the needs and priorities felt by the Institute. By this I mean that the content should be tailored to these needs. I also feel that the training content should be flexible enough to be modified or revised whenever deemed necessary by the respective authorities. I will be most than willing to assist in this regard. I see it imperative that preparatory planning in this area is undertake as soon as possible as courses must be planned, textbooks must be compiled, and audio-visual equipment and aids must be selected to supplement the above-mentioned training program.



Lastly, I would like to reiterate my availability to ORD for consulting assistance in this area. Furthermore, I do hope that ORD support in our PSC activities will continue to provide assistance to ORD staff members and that they in turn are able to utilize new knowledge and skills acquired in their daily programs. Thank you.

## APPENDIX I

### Training methods and techniques

#### 1) Group techniques and procedures

- |                    |                     |
|--------------------|---------------------|
| a) Brainstorming   | b) Committee work   |
| c) Problem Solving | d)                  |
| e) Case study      | f) Colloquium       |
| g) Debate          | h) Discussion       |
| i) Form            | j) Panel discussion |
| k) Sociogram       | l) Symposium        |
| m) Workshop        |                     |

#### 2) Dramatic techniques and procedures

- |                       |                    |
|-----------------------|--------------------|
| a) Role playing       | b) Sociodrama      |
| c) Storytelling       | d) Game            |
| e) Pageant            | f) Pantomime       |
| g) Play               | h) Projection      |
| i) Psychodrama        | j) Puppet          |
| k) Rhymes and jingles | l) Skit or playlet |
| m) Songs              | n) Tableau         |

#### 3) Student-oriented techniques and procedures

- |                     |                               |
|---------------------|-------------------------------|
| a) Creative writing | b) Laboratory experimentation |
| c) Survey           | d) Check list                 |

- e) Collection
- f) Inventory
- g) Library work
- h) Oral report
- i) Project
- j) Questionnaire
- k) Rating seals
- l) Reading, assignment
- m) Self-test

4) Teacher-initiated techniques and procedures

- a) Current events
- b) Demonstration
- c) Field trip
- d) Anecdotal record
- e) Conference
- f) Counseling
- g) Drill
- h) Guidance
- i) Indoctrination
- j) Interview
- k) Lecture
- l) Lecture-discussion
- m) Outside speaker
- n) Question and answer
- o) Review
- p) Test

5) Material-focused techniques and procedures

- a) Bulletin Board
- b) Exhibit
- c) Flannel board
- d) Calendar
- e) Cartoon
- f) Chart
- g) Graph
- h) Map
- i) Mobile
- j) Model
- k) Mock-up
- l) Pamphlets
- m) Pictures
- n) Poster

6) Equipment centered techniques and procedures

- |                       |                     |
|-----------------------|---------------------|
| a) Chalkboard         | b) Film             |
| c) Slides             | d) Filmstrip        |
| e) Loop film          | f) Opaque projector |
| g) Overhead projector | h) Radio            |
| i) Recordings         | j) Tachistoscope    |
| k) Teaching machine   | l) Television       |

## APPENDIX II

### EXAMPLES OF TYPICAL SECTOR ACTIVITIES IN MASS MEDIA CAMPAIGNS

#### A. Health

- Health education
- Preventive, promotive, curative medicine
- Environmental health services to modify biological hazards to human life from the immediate environment (rural sanitation, TB, potable water supply, etc.)
- Health planning activities
- Health worker training

#### B. Nutrition

- Improvement of hygiene habits
- Information regarding the health value of foods
- Increased production of small animals
- Improvement of weaning food for babies
- Prevention of spoilage of food products at the farm and home level
- School gardens
- Fortification of commonly-produced foods
- Promotion of increased consumption of certain nutritious foods

C. Population and Family Planning

- Population awareness campaigns
- Birth control information for fertile-age and pre-fertile age persons
- Distribution of contraceptive materials/demographic research
- Training of clinical staffs and paraprofessionals

D. Education(non-formal)

- Out-of school group activities(women's clubs, youth clubs . etc)
- Instruction for women in health, sanitation, nutrition, child care; education for adults in family planning.
- Education for local groups which promote community efforts

### APPENDIX III

#### Summary of Social Psychological Findings from Zimbardo and Ebbesen (1970)

##### A. THE PERSUADER

- 1) There will be more opinion change in the desired direction if the communicator has high credibility than if he has low credibility. Credibility is:
  - a) Expertise (ability to know correct stand on issue).
  - b) Trustworthiness (motivation to communicate knowledge without bias).
- 2) The credibility of the persuader is less of a factor in opinion change later on than it is immediately after exposure.
- 3) A communicator's effectiveness is increased if he initially expresses some views that are also held by his audience.
- 4) What an audience think of a persuader may be directly influenced by what they think of his message.
- 5) The more extreme the opinion change that the communicator asks for, the more actual change he is likely to get.
  - a) The greater the discrepancy (between communication

and recipients initial position), the greater the attitude change, up to extremely discrepant points.

b) With extreme discrepancy, and with low-credibility sources, there is a falling off in attitude change.

6) Communicator characteristics irrelevant to the topic of his message can influence acceptance of its conclusion.

#### B. HOW TO PRESENT THE ISSUES

1) Present one side of the argument when the audience is generally friendly, or when your position is the only one that will be presented, or when you want immediate, though temporary, opinion change.

2) Present both sides of the argument when the audience starts out disagreeing with you, or when it is probable that the audience will hear the other side from someone else.

3) When the opposite views are presented one after another, the one presented last will probably be more effective. Primacy effect is more predominant when the second side immediately follows the first, while recency effect is more predominant when the opinion measure comes immediately after the second side.

4) There will probably be more opinion change in the



direction you want if you explicitly state your conclusions than if you let the audience draw their own, except when they are rather intelligent. Then implicit conclusion drawing is better.

- 5) Sometimes emotional appeals are more influential, sometimes factual ones. It all depends on the kind of audience.
- 6) Fear appeals: The findings generally show a positive relationship between intensity of fear arousal and amount of attitude change, if recommendations for action are explicit and possible, but a negative reaction otherwise.
- 7) The fewer the extrinsic justifications provided in the communication for engaging in counter-norm behavior, the greater the attitude change after actual compliance.
- 8) No final conclusion can be drawn about whether the opening or closing parts of the communication should contain the more important material.
- 9) Cues which forewarn the audience of the manipulative intent of the communication increase resistance to it, while the presence of distractors simultaneously presented with the message decreases resistance.

### C. THE AUDIENCE AS INDIVIDUALS

- 1) The people you may want most in your audience are often least likely to be there. There is evidence for selective seeking and exposure to information consonant with one's position, but not for selective avoidance of information dissonant with one's position.
- 2) The level of intelligence of an audience determines the effectiveness of some kinds of appeals.
- 3) Successful persuasion takes into account the reasons underlying attitudes as well as the attitudes themselves. That is, the techniques used must be tailored to the basis for developing the attitude.
- 4) The individual's personality traits affect his susceptibility to persuasion: he is more easily influenced when his self-esteem is low.
- 5) There are individuals who are highly persuasible and who will be easily changed by any influence attempt, but who are then equally influenceable when faced with counter-communications.
- 6) Ego-involvement with the content of the communication (its relation to ideological values of the audience) decreases the acceptance of its conclusion. Involvement

with the consequences of one's response increases the probability of change and does so more when source-audience discrepancy is greater.

- 7) Actively role-playing a previously unacceptable position increases its acceptability.

Zimbardo and Tbbesen (1970)

#### D. THE INFLUENCE OF GROUPS

- 1) A person's opinions and attitudes are strongly influenced by groups to which he belongs and wants to belong.
- 2) A person is rewarded for conforming to the standards of the group and punished for deviating from them.
- 3) People who are most attached to the group are probably least influenced by communications which conflict with group norms.
- 4) Opinions which people make known to others are harder to change than opinions which people hold privately.
- 5) Audience participation (group discussion and decision-making) helps to overcome resistance.
- 6) Resistance to a counter-norm communication increases with salience of one's group identification.
- 7) The support of even one other person weakens the powerful effect of a majority opinion of an individual.

- 8) A minority of two people can influence the majority if they are consistent in their deviant responses.

#### E. THE PERSISTENCE OF OPINION CHANGE

- 1) In time, the effects of a persuasive communication tend to wear off.
- a) A communication from a positive source leads to more rapid decay of attitude change over time than one from a negative source.
  - b) A complex or subtle message produces slower decay of attitude change.
  - c) Attitude change is more persistent over time if the receiver actively participates in, rather than passively receives the communication.
- 2) Repeating a communication tends to prolong its influence.
- 3) More of the desired opinion change may be found some time after exposure to the communication than right after exposure (sleeper effect).

Now we are in a somewhat better position to begin formulating specific strategies and tactics for changing attitudes. But the reader will notice that although the review of reliable findings was not intended to be exhaustive, it was skimpy compared to the number of suggested variables and complex

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processes involved. Two questions must be asked by the reader  
at this point.

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First, where did these results come from, and how were they  
established? Second, suppose you wanted to test a hunch about  
how one or more of the variables we mentioned affect attitude  
change. What procedures could you employ to produce findings  
in which you could place your confidence? Unless you can do  
so, you will be unable to incorporate them into your attitude  
change technology. The next chapter offers the answers to  
these questions.