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A New Approach to the Use of Communications

Media for Development in Ethiopia

- The Creation of a National Development Support Communications Service -

(The Report of a Two-Month UNICEF
Consultancy Assignment with the
Educational Mass Media Center of
the Ministry of Education)

by
Michael Heyn

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SUMMARY OF RECOMMENDATIONS

The report which follows presents the work undertaken during the two month assignment of a UNICEF consultant with the Educational Mass Media Center.

This assignment was aimed at bringing about a more effective use of media in education and development. A series of workshops and field experiences led to a recognition of the following points:

1. A New Approach Required

Media should no longer be used to "educate the masses", but to give them an opportunity to educate themselves and others. Media should be used to release the wealth of knowledge that exists in a country, and in this way give people an active part in working for development. This approach requires a use of media at the grass-root level so that the content of programs are based primarily on real life situations of people.

2. EMMC Staff Capable of Applying the New Approach

The field work clearly demonstrated that the EMMC staff is capable of using the new techniques involved and in undertaking experimental work of this nature.

3. An Active Interest of Government and Villagers

Government personnel at all levels as well as villagers who participated in the field work expressed keen interest and enthusiasm for the new approach. The EMMC was requested to continue this kind of work in various programs and regions of the country.

Based on the above experience and observations, it is proposed that a two-year joint EMMC/UNICEF project be undertaken along the following lines.

1. A Pilot Project in Ghion

This project will be undertaken in conjunction with the experimental adult education program. It will give concrete and intensive experience to the EMMC in applying the new approach.

2. Creating a National Development Support Communication Service

The EMMC will train, advise, and help initiate communications support in a number of Government programs.

3. Experimental Broadcast Work

EMMC will apply the new approach in its rural and school broadcast programs in order to make these programs more relevant to the real needs of the people.

In order that the above project gets off to a good start and achieves some concrete results, it is strongly recommended that the following factors be assured:

1. Interim Project

In order to maintain the momentum of what has already been done, UNICEF must provide on an urgent basis one video portopac unit and a field trainer for a period of three to six months.

2. Government Support for Two-Year Project

The EMMC must give priority to the new approach, specific responsibility to the staff to carry it out, and full administrative support.

3. UNICEF Input

UNICEF must provide video equipment and financial backing for field work. It must also recruit a well-qualified consultant who will work along with the EMMC in all aspects of the project.

4. Coordination amongst International Agencies

The interest of the World Bank and Overseas Development Agency in supporting the EMMC must be closely coordinated with the UNICEF project.

INTRODUCTION

Ethiopia is presently experiencing an unprecedented period in its history. A time when new efforts for improving the condition of the people are being demanded and initiated from many sides.

The report which follows is a record of an attempt to find the way in which communications media can best serve the goals of this new era. It is the record of two months of joint work between a UNICEF consultant and the staff of the Educational Mass Media Center (EMMC) of the Ministry of Education. During this assignment, a new approach to the use of media for education and development was introduced and initially tested in the field. The results were very positive and promising. Indeed, it is the conclusion of this report, as set forth in a proposal for a UNICEF-assisted project, that if the Mass Media Center adopts and effectively applies this new approach, it will have a significant role in development work throughout the country.

In order to play this role well, however, the Mass Media Center must give priority attention to developing this new way of work. This implies a willingness to change many of the existing attitudes and methods of work. It is an ambitious undertaking, and will require an intensive effort which must have strong administrative support.

If the Mass Media Center does commit itself to this venture, it has a unique opportunity to institutionalize and sustain a new use of media for development that has been achieved by few countries.

SECTION ONE: BASIS OF WORK

I. PURPOSE OF THE CONSULTANT'S ASSIGNMENT

The UNICEF Consultant came to Ethiopia at the request of the Ministry of Education in order to advise on the effective uses of media for educational purposes. The immediate need for this consultation arose out of the difficulties the Ministry faced in bringing about fundamental changes in the educational sector in the absence of any real communication or participation by the Ethiopian people in the definition or practical application of the proposed changes. From this experience the Ministry had recognized that educational reform could only be brought about if the people most affected — i.e. the students, teachers, and parents — were given an opportunity to express their ideas in an open dialog which would form the basis for any changes that were to occur.

In preparing for the assignment, and from early discussions with various Government officials, the UNICEF consultant learned that the kind of educational reform being considered was both basic and wide-ranging in nature. Its primary aim was to make education more relevant to the needs of the country, and to do this by placing a stronger emphasis on practical skills. The idea was to make more certain that the education one received at whatever level and for whatever duration would be directed at helping that person deal more effectively with his real life needs. It was an attempt therefore to broaden the role of education to incorporate not only traditional academic subjects, but vocational subjects as well, and to provide opportunities for this not only in schools, but out of schools for both young and adults. In effect, therefore, the proposed reform represented an attempt to rethink what education was all about, and how it could best help to meet the development needs of the country.

It was really in this general atmosphere of a fresh look at things that the consultant found himself placed. It became clear right from the beginning of his consultations that the new Government which had just come into being was interested not only in how media could be used to broaden the people's participation in the educational reform efforts, but perhaps even more importantly, how media might be used to help put into effect the reforms that would eventually be agreed upon.

Being guided by this more general concern about what media could do in practical terms to improve education and accelerate development, the consultant adopted a very broad definition of his terms of reference so as to enable him to contribute ideas and initiate work in a range of areas not perhaps originally envisaged.

In the first formal meeting with personnel of the Ministry of Education, the consultant was requested to carry out his assignment primarily in cooperation with the unit of the Ministry most concerned with media usage, the Educational Mass Media Center (EMMC). What follows is a description of the work actually carried out by the UNICEF consultant in collaboration with the staff of this center and a proposal for a joint UNICEF/EMMC Project.

II. WORK CARRIED OUT DURING THE ASSIGNMENT

The UNICEF consultant decided from the start of his work that the most important thing he could do during the relatively short period of his stay was to undertake with the EMMC staff as much practical work as was feasible. While it is hoped that the present report will serve as a guide for much of the future work of the Center, it is believed that the first hand experience in the use of media for development gained on the field trips carried out during the assignment can have a far greater influence on what the staff actually does from here onwards. This report will simply serve to record and put in further order what has already been experienced, and propose future action along similar lines.

During the first two weeks of the assignment, the consultant concentrated his activity on a series of workshops and small group sessions in order to exchange ideas with the EMMC staff about their current work and how it might be reoriented to play a more critical role in education and development. The following section attempts to summarize these discussions, and is in turn followed by sections describing how we attempted to put this theory into practice through field work, and finally, what we learned from this total experience.

A. Introducing a New Approach to the Use of Communications Media for Education and Development

1. Background Work of the EMMC: The Educational Mass Media Center has existed, albeit under different names and in various forms, since 1954. During this 20 year history, the Center has been operated along conventional and traditional lines. In other words, it was set up and has existed since as a central organ aimed at using technology to disseminate information and provide a one-directional flow of 'messages' to schools and the public in general. Its work was and for the most part has continued to be based on the notion that the role of the Center was to "educate" the masses. This was done by preparing programs in a centralized studio with ideas conceived by the Center's staff or the Government officials with whom they worked. In sum, it was the same basic paternalistic approach to the use of media as we still find in most parts of the world, and which continues to be propagated by most aid programs, not least among which fall the United Nations agencies themselves.

Moreover, as the work of the Center evolved, the scope and purpose of its operations became more and more rigidly defined in line with the above ideas. Thus, the terminology of "educational mass media", has in practice taken on a rather strict interpretation which defines "education" as primarily in school, classroom experience which concentrates on pure academic subject matter such as science, civics and language. The words "mass media"

have likewise assumed for all practical purposes the narrow meaning of "media for the masses", which in turn has meant "broadcast" to as many people as possible. As a result, the work of the Center has developed to the point where the great part of its energy is consumed in preparing broadcast programs for schools.

2. Workshops: Defining the Role of Media in Education and Development: It was in the light of this historical background that the first workshops were aimed at raising the basic question: what is the most effective role of media in education and development, and does the present work of the Center really fulfil this role? In other words, these workshops were really designed to get the staff of the Center to pause for a moment from the routine of their work, and ask themselves what it was all about, and what was the ultimate purpose and aim of their work.

The discussions in these initial workshops brought out the simple concepts of 'development' as the process of bringing about a better life, and 'education' as the means by which people are prepared to effectively participate in this process of self-betterment. It was seen in this sense that education required a much broader definition than traditional classroom instruction; that in fact the term should apply to all relevant experiences which would assist a person to improve his life situation. It was recognized that it made no sense in talking about education separate from development, and that anyone working in the field of education must necessarily deal with the whole question of development. It was further noted that the key to both good education and real development was the active participation and contribution of the people themselves.

As a result of these discussions, it was concluded that the role which media should play in education and development was a much different one than it hitherto performed. It became evident that 'educational media' should mean media which deals with anything that is aimed at helping people better their lives and making them active participants in this work. Media can best do this by:-

- serving as a link between people, giving them an opportunity to "voice" their opinions and share their ideas on a whole range of development issues;
- encouraging people to participate in these issues by organising themselves for action.

In sum, the new approach to the use of media means: using media not to "educate" people, but to let them educate themselves; using media in effect to tap the great wealth of human understanding and knowledge that exists in a country, and to put it to work for the development of that country.

B. Practical Implications of the New Approach for EMMC

But what does all of this mean in practical terms for the staff of the Mass Media Center? While there seemed to be a general consensus that the above vision of the role of media in education and development was basically a correct one, there remained the hard question of how this should affect the day to day work of the Center. And this is of course the point to which we were intentionally leading ourselves.

1. Working for Development: To begin with, what is required is that people in media must think of themselves first and foremost as people working for development, and only in that context as people who are able to use media technology for those ends. It is a fact borne out by experience that media cannot be used effectively for development (within which we also include education) unless those using the technology have a well founded understanding of development problems and are personally committed to bringing about the changes necessary to achieving development goals. The field trips which will be described below have shown that the staff of the EMMC are capable of working as development agents if given the opportunity.
2. Working out of the Studio: Another implication of the new approach to the use of media in development is that it will require the EMMC to devote far greater time and emphasis on out-of-studio work. They must work in actual development situations, and not exclusively in the vacuum of the studio, if their programs are to be relevant to development needs. They must make the people in the villages, on the streets, and in their places of work the primary focus and content of their programs, and this they can only do by continually working out where the people are. In summary, this means an almost complete reversal of the previous approach wherein the EMMC staff alone creates the content of the programs. Under the new approach it is really the people who provide the content of programs and the role of the EMMC is to facilitate this process.

3. Linking Media with Development Projects: In order to use media effectively to help people participate in development, it is necessary to tie it up as much as possible with concrete development activities. While a random sampling of opinions from a broad cross-section of society is an interesting and useful exercise, media can best help bring about specific change if it deals with defined issues at a local level. It can only do this if media is made an integral part of a development project, and the people using media are conscious of their role of creating a climate for action. This is basically what is meant by "project support communication".
4. The Importance of Non-Broadcast Media: While broadcast programs may well be used under the new approach, a major part of the media's role, especially in the early stages, is best carried out through non-broadcast techniques. This means that the media are tailored to bring out the specific problems and proposals of the project concerned, and that the resulting programs are shown back not to large and distant audiences, but to those in the project area who must ultimately take action. This does not mean of course that some of the "project support" material cannot be used subsequently for broadcast as examples of local conditions. In fact, we shall recommend this later in the report. But it is important for the EMMC to see the basic difference in emphasis between broadcast and non-broadcast work, and to be willing to devote more of its resources to the latter than it has in the past.
5. The New Technology of "Portable Video Tape": To do the kind of development work described above, the Mass Media Center must have the appropriate technological and production facilities. It must have equipment which can be used in the field for both production and immediate playback for discussion purposes. In this regard, the UNICEF consultant introduced to the Center the new technology of portable half-inch videotape equipment, and devoted considerable workshop time on the new production techniques that were required in its use.

Portable videotape equipment has been in active use in other countries for only a relatively short period of time (about 5 or 6 years). But in that time it has demonstrated its unique qualities as a media tool perhaps best suited to local development work. It is very inexpensive, especially compared to film: the basic package (videocorder, camera, and monitor) is priced at about U.S.\$2,000, and the half-hour videotapes wholesale at U.S.\$10. It is exceedingly easy to operate, again especially in comparison to film cameras, since lighting problems are at a minimum (the vidicon tube of the camera accepts and easily adjust to a wide range of lighting

conditions). The mechanical operation of the equipment is as simple as any audio tape recorder, and the effective use of the camera (focus, zoom and lighting) is taught in an half hour session and adequately mastered with a little practice under occasional supervision. The equipment's great advantage is that it allows the user to go anywhere, and do his work off batteries. The addition of a small generator (U.S.\$175) allows him to playback his program on the spot. This of course means that the kind of work we have been talking about, that is the use of media to prepare and involve people in development, is at once feasible and accessible to a broad range of users. Through portable video people from all walks of life can be brought into the development process, and through instant playback they can see their own participation taking place as well as that of others, and a momentum of awareness, interest and self-confidence can be generated. The one most important caution which must be borne in mind and attended to is that this equipment is electronic in nature and not immune to breakdown. On the other hand, the experience of the consultant in India, and of others elsewhere, attests to the fact that the equipment, for all its internal sophistication, is remarkably sturdy and resilient even under the most rugged conditions, provided it is properly cared for.

It is essential therefore that those using the equipment be trained in its care, which requires little more than the use of common sense in its handling. It is absolutely necessary, however, that should there be a breakdown in the equipment, the EMMC will have the capability of repairing it and generally keeping it properly maintained. There is no sense in having the equipment if once it goes into disrepair it is no longer usable.

6. Continued Use of Multi-Media Approach: What does the use of portable video mean in terms of the continued use of other media? Is video a replacement for other media equipment? The answer is clearly no. Media are most effectively used for development when a multi-media approach is adopted. Film and filmstrips, slides and posters, audio-tape and radio, and studio-based television, all have important roles to play in 'development communications'. What is important is to understand what each is best suited to do, and what is the appropriate time to use them either alone or in concert. Generally speaking, portable video-tape seems to command special importance in the early stages of a development program. It should be used to bring out basic information by the people about their lives, problems, needs, and ideas for meeting those needs. It can further be used to help identify the priority activities of the development project as seen by the people, and get the latter participating in their design and implementation. It can also be used in each specific issue area to go into greater depth about what needs to be done and who must do it.

But about this time, other media may begin to play an important role as well. Slides and filmstrips along with audio tapes can be used to communicate ideas and information regarding particular areas of need and activity identified by video. Again, they should be used in a fashion similar to video wherein the content of the programs is based primarily on what the people (meaning villagers, Government workers, etc.) have to say and contribute, rather than programs drawn up in an academic manner. Broadcast radio and television can also begin to fill an important function. In the project area itself broadcast media (if available) can be used for a wider sharing of ideas already obtained through video, thus putting them in a broader perspective. These local programs can also be broadcast to other areas of the country, thus providing examples of specific and perhaps similar problems faced elsewhere.

In all of this work, it is worth emphasising again that the content of the program must be real life situations. If, for example, a program is to be prepared on health services, the actual health providers and the people who are supposed to receive their services should constitute the central core of the program, rather than some uninvolved lecturer or studio presenter who can only lend a theoretical understanding of the subject.

7. Breaking down Labels and Developing a Team Approach:
With the new emphasis on out-of-studio work where conditions and personnel are limited, it is important that the person working with media be as self-sufficient in all aspects of production as possible. This means he should be generally familiar with most media tools, and able to use some of them himself in the field. It also means that the person working in media should be capable of assuming different production roles — cameraman, interviewer, technician, organiser, etc. What is needed really are producers who know how to handle a camera if need be, and cameramen who are concerned with the overall concept of a program, and materials production people or engineers who are interested and able to formulate questions which will bring out people's opinions clearly on a particular issue.

If this is to be realised it requires that many of the labels and categories built up in the media profession over the years be broken down or at least made more flexible. As the situation now exists, the EMMC is divided rigidly into distinct sections: Television, Radio, Materials Production, Engineering, Liaison and Evaluation, and within each of these sections, sub-categories of producers, cameramen, technicians, etc. are strictly adhered to. These categories tend to place each staff member in a particular box out of which he can or dares not emerge.

These restrictions though they might have some function for studio work do not prepare a person to work effectively with media in the field.

They also do not lend themselves to a team approach, wherein it is possible for the staff to go out as a group, each member contributing to all aspects of production, and not solely his own area of special expertise. If the EMMC encourages an inter-disciplinary approach of this kind, it will gain not only from the standpoint of economy, since one field trip can yield material for all media, but also from the point of view that media are most effective when used by people who understand the many applications and the ultimate development purpose of their work.

C. A Fresh Start

In summary, then, the workshops held during the consultant's assignment were aimed at raising basic questions about the role of the EMMC and calling upon the staff to consider a new and quite different way of operating. What was suggested was that the Center shift emphasis from its present studio-based, school-oriented, academically-prepared programs, to a more flexible approach which emphasizes a closer tie with development work carried out primarily in the field rather than the studio, by staff who take on the role of development workers, and whose chief aim is to release the rich untapped resources of the Ethiopian people.

The practical implications of this shift are many, the principal ones having been mentioned above. What has not been mentioned is that the change to this new approach may require the Center to hold back, at least temporarily, some of its expansion plans along traditional lines. The shift in approach is an attempt to make the EMMC a far more effective body for development work. It must, however, experiment and become confident with its new role before it can know correctly in what direction any substantial expansion should take place. This is of course a difficult decision to make, especially as the Center has already received the expressed interests of organizations like the Overseas Development Agency (ODA) and the World Bank to assist in the expansion of its broadcast capabilities. Our conclusion is not that these plans should be cancelled, but simply that they be closely coordinated with the attempt to introduce a new mode of working, and that they be geared to the achievement of some early results.

D. Application of the New Approach

The workshops served to stimulate thinking and discussion about the future role of the Mass Media Center. As interesting as this was, it alone would not lead to a new way of working. This could only be brought about if the staff of the Center experienced what we were talking about first hand in the field. For this reason, the UNICEF consultant and the staff organized field trips to begin to put into practice the theory that had evolved.

1. Using Media in Concrete Development Projects —
Field Trips to Ghion and Wollo:

- a) Ghion: In order to test out how media could be used to facilitate local development work, the consultant and the Center looked about for a promising development project where they could do some work. As it turned out, the Ministry of Education was just then embarking on a new program of Adult Education for Rural Development. The idea was to undertake six pilot projects at the Awraja level (the administrative unit below the Province) wherein various Ministry personnel (Health, Community Development, Agriculture, etc.) would coordinate their efforts and resources to provide educational programs (skill training, community organization, technical information) for villagers. These pilot projects were unique in that they demanded inter-ministerial cooperation and were to be carried out in a decentralized fashion. The orientation training of the Awraja level development workers was to be carried out by the Work-Oriented Adult Literacy Project. The participation of the Mass Media Center in this field-work was coordinated through them.

We selected the pilot site which was closest to Addis Ababa — i.e. Ghion, in order that any follow-up work which might take place could be better assured. In preparing for the field trip, we decided that the most important role the Center could play was to use media, especially videotape (though all media were used simultaneously) to find out what the villagers in that area considered their most urgent problems and needs, and to bring this information back to the meeting of development workers in Ghion. Our intention was to provide these workers with the practical insights of the villagers, and also in the process to impress upon them that any plans and activities they adopted could only be meaningful if they were based on the active participation and inputs of the villagers themselves.

Our work lasted three days, the first day being spent in interviewing the development workers about what they saw as the priority needs in the area, and what the new program should do to help meet those. We played this back to them on video, and the effect was to get them discussing the practical implications of their respective viewpoints.

On the second and third days we began working in the nearby areas, interviewing the villagers, and playing it back to them. The villagers spoke out in clear terms about their problems in agriculture, the lack of Government services, the dire need for land reform, and their generally impoverished condition. The impact of playing this back to the development agents was nothing short of dramatic. It was not that any new information had been revealed, for those problems were of a long-standing nature. It was simply the fact that they were seeing the villagers themselves expressing their condition in vivid terms. This served to bring home to them as could perhaps have been done in no other way, the real situation in the villages and the enormous effort that would be required to deal with it. It also served to focus their attention on the weakness of their existing services. For example, one woman who was interviewed ran a small store in a village, and she told how people from that area would come to her when they had a health problem because she could at least provide them with a few aspirins. She mentioned how she was obviously in no position to provide medical care, and how she tried to convince the villagers to go to the Health Clinic in Ghion for health care. She said that the usual reply was that Ghion was too far, that they couldn't afford the time away from their fields, and besides there was a charge for these services which not many could afford. When this interview was play back at the development meeting, the Awraja Administrator expressed his open dismay at the fact that the reports coming to him from the health officers talked more in terms of continually improved services, but in fact the real situation was probably more as the woman described it. The Administrator was very impressed by the contribution made by the work of the Mass Media Center staff. He expressed to them his strong desire that they continue to play such a role and that they become a regular part of the new program. A Ghion follow-up project is included later in this report.

- b) Wollo: Seeing the value of this kind of field work, a second trip was carried out during the latter part of the consultant's stay in order to give other members of the EMMC staff a chance to participate in a similar experience. This time we selected to work in the drought affected area of the country, near Dessie in Wollo Province. It was, in fact, a request by the Relief and Rehabilitation Commission for us to advise on a communications component for their work that prompted us to select this area. But it was also because we wanted to do some work which would exemplify another role that the EMMC might fulfil — to act as a service to various Government and non-Government programs in the country, helping them on a short-term basis to establish an effective communications program. It also turned out that in this same area, more precisely in Haik Awraja, another of the six pilot projects in Adult Education was to be located. So we thought we might also do some work in relation to that program.

The approach we adopted for this field work was basically the same as that applied during the Ghion trip. Our objectives were to try and identify for the Relief and Rehabilitation workers what the refugees and drought affected people saw as their needs, and what were the major bottlenecks slowing down the Government's efforts to meet these needs. Once again the people told us their problems with clarity and without inhibitions. We interviewed the people still living in the relief shelter areas, and we were told even by the Government workers in these areas that the Commission's work was not always satisfactory, and that they needed better support in a number of ways. We also interviewed people in some of the distant villages who told us of their marginal existence and the lack of any effective programs which would prepare them for subsequent drought situations. We talked with Government extension workers in these areas and learned of practical problems on their side. We played back these interviews, both to the villagers and to the staff of the Provincial and Awraja Administrators. The effect was much the same as it had been in Ghion, and both Administrators requested that the EMMC staff return to do further work. We also showed back the material to the Relief and Rehabilitation Commission in Addis Ababa, giving them a first-hand impression of the problems that still existed, and discussing with them the kind of future communications work they needed and the possible role the EMMC might play in setting up this work.

2. Effective Use of Media in the Educational Field

As mentioned in the early part of this report, the request for the UNICEF consultant originated with the Ministry's concern about how educational reform could be brought about with the consensus and participation of the people. The Ministry wanted ideas on what role media could play in bringing this about, and also how media could help strengthen the new educational system that was adopted. The consultant and the EMMC staff therefore devoted considerable time in addressing these issues.

a) Applying the New Approach to the 40-Program Series on Educational Reform: The Mass Media Center had decided to use broadcast radio and television, to stimulate a public discussion about the kind of education needed in Ethiopia, and the changes this would necessitate in the present system. UNICEF approved a project to support this work by providing the Center with more materials production equipment along with some salary costs and per diem for field work.

- A Real Dialog: The purpose of the project was sound. However, the method if its implementation reflected the traditional pattern of work at the EMMC. The flaw was that instead of involving people in a dialog, the project was designed simply to better explain to the people the new educational policies that were already outlined in the Ministry.

The UNICEF consultant and the EMMC staff discussed this approach and concluded that if a real dialog was to take place it could only be brought about by applying the same basic new approach described in detail earlier in this report. Namely, the 40 T.V. and 40 Radio programs should bring to the surface the views, doubts and positive ideas of the people themselves on the subject of educational reform. This would help to provide an understanding of the strength and weaknesses of the present educational system as perceived by the people themselves. It would give to the Ministry of Education a true picture of what the people wanted in education. And most importantly, it would give the people an opportunity to participate in the creation of a new educational system.

- Suggestions for Content of 40-Programs: The consultant and the EMMC staff developed a tentative subject list of 40 different programs which might be aired over this series. The list is divided into such subject categories as: the past and present educational system; formal education; non-formal education; woman and adult education; the role of development workers in education; the language factor in education; the role of educational technology; and a look forward at the future direction of education in Ethiopia. This list should not be adhered to rigidly. It should only serve as a general guideline as to the type of subject areas on which people's opinions and viewpoints should be sought. The need for flexibility and the opportunity for modifying this list must be maintained. The initial programs of the series (say the first ten) ought to be aimed at getting people to contribute general ideas, and their inputs should be used as the main guideline for the content of the rest of the series.
- The Practical Work: What could be done in practical terms is to have all producers involved in working on the first set of programs. Then as the areas of interest become better defined by the people, each producer could begin to assume special responsibilities and focus on more specific subjects. This way of working will probably entail a bit more time, but it will also ensure more effective programs.

Since portable videotape would probably not be available during initial programs of this series, **silent 16 mm. film** equipment can be used in conjunction with audio-taped interviews for this work.

b) Using Media for Teacher Training and Educational Experimentation: The media can be used not only to bring out new ideas and help establish policy for educational reform, it can also greatly assist in putting these reforms into practice and strengthening those elements of the existing system which are retained. Media can do these things by playing an effective role in teacher training, by helping to catalyze educational innovations, and by improving the content of the present formal school system.

- Visits to Teacher Training Institutes: In order to advise on these matters, the UNICEF consultant visited teacher training institutions — the Academy of Pedagogy and Teacher Training Institute (TTI) in Bahr Dar; and the Teacher Training Institute at Harrar — and had discussions with the Provincial Educational offices in these areas. At each of these sites, considerable time was taken to explain to the personnel concerned how media was being used in a new way in development work, and how it might be used in a similar way to facilitate their work and promote change. The reactions and suggestions of these same personnel were solicited. The result was a very strong indication of interest on the part of these institutions to begin using media in their work, and to do this at least initially through a joint program of activity with the Mass Media Center.

The section of this report which describes the proposed EMMC/UNICEF joint project over the next few years will delineate in greater detail some of the ways media might effectively be used in these institutions. We can mention here, however, the general aim of this work. In both the TTIs, as well as the Academy of Pedagogy, it was recognized that the media, if used in a manner similar to that adopted for development work, could bring to these institutes and the future teachers training in them, a better understanding of conditions and educational needs in the rural areas. It could help prepare these teachers to deal with these local problems, and it could even give them an opportunity to express and share their ideas about new ways of working in these areas.

In terms of the Provincial Education Offices, the Principal Officers and staff at that level voiced their firm conviction that media could be used to help them introduce new forms of education in the villages. The Harrar PED thought that the Adult Education Program which was to be started shortly under his supervision could be greatly assisted by communications work, and that other experimental programs in village level education could be introduced and tested with the help of media.

- Media and Curriculum Change: In terms of the use of broadcast media for primary and secondary schools, the consultant concluded after viewing some of the programs which had been prepared by the EMMC for this purpose, that those programs would be far more effective if they placed less emphasis on traditional academic subjects, and concentrated more on introducing new, practical-oriented curricula in these schools. Bringing about curricula changes is in fact an important role of the Curriculum Development Division of the EMMC. Its attempts to change curriculum through teacher guides and new textbooks could be greatly assisted if it were supplemented by media programs. For example, these programs could provide vocational training, and bring to the students examples of real life situations in which they may later be employed.

3. Other Potential Uses of the Media

There exists a very large number of Government and non-Government development programs which are in need of communications components to initiate or further their work. The Mass Media Center, once it has gained sufficient experience of its own in the new uses of media for development, can begin to assist others to apply these same techniques. In this way the Mass Media Center can begin to act as a National Service for Development Support Communications. Some of the programs where media can be used effectively are as follows:-

- "Development through Cooperation", a program designed to get students out in the rural areas for periods of ten months, to do literacy and development work.
- At the level of the National Administration and bureaucracy: Media could provide a valuable service by bringing to the policy and decision makers at this level a vivid picture and understanding of conditions, problems and ideas existing in the rural areas. It could also act as a link between the various departments and ministries of the National Government to encourage greater coordination in their work.
- "Comprehensive Development Projects", e.g. CADU, WADU, ADDU. Each of these programs of the Ministry of Agriculture could greatly benefit from a project support communications component.

III: LESSONS DRAWN FROM ASSIGNMENT AND FIELD EXPERIENCE

The preceding part of this report has attempted to bring out what was discussed and actually experienced during the two-month assignment of the UNICEF consultant. Before moving on to a description of a proposed EMMC/UNICEF project, it is perhaps essential that we first try to summarize what we learned during these two months of joint work. For purposes of simplicity, and hopefully clarity, we will list below the salient points which seem to have emerged from this experience.

1. EMMC Staff Fully Capable of Applying the New Approach:

This was perhaps the most important and encouraging conclusion reached during the assignment. The two field trips demonstrated clearly that the EMMC staff not only grasps the basic concepts of the new approach, but that they firmly believe in them, and most significantly, are able to apply them in the field. During the two trips, they did the entire job themselves, and did it well. Once at the work site, they made the contacts with development workers; planned with them the schedule of work; prepared the interview questions; established rapport with the villagers; interviewed them; did all the technical and camera work for film, video and audio tape; played back the programs in the villages; presented the programs to the development committees and actively participated in the discussions which followed; and finally, discussed with the local officials the possibilities for future work. Perhaps their competence in doing all of this work should not come as any surprise as they have had experience in media work for some time. And yet this was really the first time they were working in the villages on such a scale and in such a fashion, and the quality of the work that resulted was even to them a tremendously uplifting experience and the start, as many of them expressed it, of a new and important purpose and role in their professional work.

2. Value of the Team Approach

The field work brought together, perhaps for the first time, the various sections (TV, Radio, Materials Production, Liaison and Evaluation, Engineering) of the EMMC to plan and carry out a joint piece of work. It showed not only that this was possible, but that their cooperation was essential if all parts of the Center were to work toward the same ends. The trips also gave the individual staff members an opportunity to experience and even contribute to other professional activities outside their own traditional realms of expertise. Thus, much of the camera work on the video side was done by a member of the Engineering Section; the film cameramen were not only filming, but were involved in the preparation of the interview questions, and the producers assumed responsibilities for interviewing and liaison work along with overall program conceptualization. It proved that programs could be made richer and more meaningful if all participating were contributing on an equal basis.

3. Willingness of the Villagers to Speak Out:

If any of the staff had doubts about the willingness of villagers to express their opinions in an uninhibited and free manner, these are now laid to rest. So long as the villagers are approached with courtesy and respect, people in general are not only willing but anxious to voice their ideas. The real problem has been not their lack of willingness, but the fact that they have never been asked by anybody for their opinion! Once they are asked, it is as though the lid had been removed from a boiling pot. The people literally explode in many cases with feeling, emotion and thought. It is in tapping this previously suppressed energy and knowledge that the media will find its most important contribution.

4. Keen Interest and Cooperation of Development Workers:

The field work also made it clear that development agents are quick to sense the important role media communications can play in their projects. They are as willing as the villagers to tell their side of the story, and for the most part they do not look upon what is being revealed by the villagers regarding their programs as a threat. They see the constructive nature of this information, and they recognize that only by taking it into account and having their own problems better understood within their agencies can they hope to achieve their development objectives.

5. Importance of Video:

The field trips applied the multi-media approach of project support communication. And yet it must be said that it was the portable $\frac{1}{2}$ " videotape equipment which played the key role in this work. For it was only through video that we could immediately playback and see what we had done. It was only video which allowed us to participate and make an immediate concrete contribution to the development work we were relating to. Of course, the audio tapes could fulfil some of this work since they can also be played back on the spot. But it was on the video that we relied most, and this because its impact is undisputably greater. To be able to both hear and see a villager in his own environment speaking out on issues which are of concern to him is something you simply cannot capture on audio alone, or through a report, and even by a verbal account. Film of course can give you much the same effect, but the hard fact is that it takes a long time to process and finally use it. The lesson here is not that other media do not have a contribution to make. They certainly do, but their uses are different from that of video. As we explained earlier in this report, it is uniquely through video that people can best be brought into the development process in an active way. It is video which can best find out the people's problems, needs and suggestions, and bring these to those who can work with them to deal with these problems. Once this process has been initiated and firmly established by video, then the other media can begin to play their role most effectively.

6. Need for Further Practical Experimentation:

The field trips and the visits to various educational institutions only gave a brief feeling and glimpse of the work that needs to be done. While the experience provided the EMMC staff with new insights and understanding about the role of media in education and development, it merely touched the surface. Before the Mass Media Center can confidently promote and undertake development support communication service on a wide scale, it must gain for itself more practical experience in applying this new approach in specific situations.

For this reason, it will be a principal recommendation of this report, as incorporated in the proposed EMMC/UNICEF Joint Project, that early attention and emphasis be given to carrying out a two-year field experiment in Ghion. And while other existing activities of the Mass Media Center will of course have to be continued, it is also recommended that any major expansion of the Center's work program should be based on what is learned from this experimental work.



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Notes

The report is in three sections: 1. Basis of work; 2. Plan for action; 3. Experimental broadcast work
The first section sets out the purpose of the consultancy and work carried out, including the application of the new approach to concrete development projects. Field trips to Wollo and Ghien are included.
Section 2 details a proposed EMMC/UNICEF joint project. Section 3 is about rural radio and school programming.
The report also addresses a second phase of the proposed project, and coordination with other bilateral aid agencies, and includes a schedule of project activities and a project budget.

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SECTION TWO: PLAN FOR ACTION

PROPOSED EMMC/UNICEF JOINT PROJECT

The UNICEF consultant was requested by UNICEF to make his recommendations as to any possible UNICEF assistance for development support communications in Ethiopia. The consultant has concluded that assistance in this field is very much needed in the country, and that it could best be channelled through a joint program of work with the Educational Mass Media Center. This conclusion is reached, however, on the assumption that certain conditions which are essential to the effectiveness of UNICEF assistance are met. Before describing the proposal itself, therefore, we will take a close look here at what needs to be assured in order for the project to have a good chance of success.

A. Factors Essential to Undertaking this Project

1. Acceptance of the New Approach: Underlying the entire proposal which follows is the assumption that the new approach defined in detail in the preceding parts of this report is accepted at all levels. The basic idea of using media to bring people as active participants into development and to help them share among themselves their experiences and practical knowledge to further their common good constitutes the core of the proposed EMMC/UNICEF project. There needs to be a general consensus and acceptance of this philosophy by the leadership and staff of the Center, as well as the relevant authorities of the Ministry of Education, if all are to be working along the same lines towards the same objectives.

The project is designed to change many of the old ways of work. In practical terms, this means that the leadership of the EMMC must give the staff general directives regarding the application of the new approach and establish policy accordingly. It must set a priority on the kind of work the approach requires, especially field activities, and experimental broadcast work. And it must give the staff encouragement and opportunity to do this work, including sufficient decentralized responsibilities and decision making capacity.

2. Administrative Support for the Project: The EMMC and UNICEF must together assure that the practical inputs for applying the new approach are available and provided. This refers mostly to the need for per diem and transportation to carry out field work. The proposal which follows will suggest some initial UNICEF assistance to meet per diem costs, but the Ministry of Education will have to commit itself to gradually assuming these costs itself. Likewise, for transportation, UNICEF assistance will include two vehicles specifically for the work of this project, but again the Ministry will have to assure other transport needs as the work develops.

B. Overall Aim of the Project:

The purpose of this project is to bring about at the Educational Mass Media Center a more effective use of media for education and development, and thereby to strengthen the role of this Center as a national service for catalyzing development support communications work throughout the country.

I. INTERIM PROJECT ACTIVITY

As a result of the various workshops and field trips conducted during September and October 1974, a definite interest and enthusiasm has developed for implementing the new approach. It is critical to the early effectiveness of the long-term project that this momentum not be lost. For this reason, it is strongly recommended that immediate short-term UNICEF assistance be provided to carry on the work which has been initiated and to further train up the staff of the EMMC in the techniques of the new approach.

1. Inputs Required:

In order to do this work, several inputs must be provided on an urgent basis:

- Video Equipment: UNICEF is urged to procure on an emergency basis one Sony portable half-inch videocorder and camera (220 volts, 50 cycles, 625 lines, CCIR standard); two long-life batteries; a small monitor (Sony 11") for field use; and a supply of 70 half-inch video tapes (Sony V-30H); a Honda 300 watt generator; and carrying cases. The total cost for this will be about U.S.\$3,500.
- Per Diem Costs: While some of the costs can be met from the existing project for the 40-program series, an additional sum of about U.S.\$1,500 will be needed for other work.
- Transport: It is essential for this work that existing transport facilities at the Center be made available as needed.

2. Assignment of UNICEF Field Trainer:

For a period of from three to six months, or until the time it is possible to get the long-term project underway, UNICEF should appoint a person with practical experience in development communications work who can assist the Center in continuing the work initiated. As UNICEF already has such a person presently working in the Wollo area (who helped to organize and carry out the Wollo field trip), it is recommended that this person be assigned to this job as soon as possible.

It is also recommended that the Educational Television Officer of the British Council, who is already working with the EMMC, should work in close collaboration with the UNICEF field trainer for the purposes of this interim project.

3. Program of Work:

The activities to be carried out under this initial phase of the project are as follows:-

- Training and Work Around Addis Ababa: The UNICEF field trainer should work with EMMC staff to provide more experience in camera work (video, film, and stills) and interviewing techniques. This can best be done by dividing the staff into small teams of 3 or 4 persons and taking them out to various sites around Addis Ababa (schools, places of work, Government offices or programs, people's homes, street scenes, etc.) to collect material which can be used for the 40-program broadcast series.
- Follow-up Work in Ghion and Wollo: The Administrators in both of these areas are keen that the EMMC return to play an active role in their programs. While a full scale participation of the EMMC will not be feasible until the main project gets underway, it is essential that contact be made with these programs and that some further field work be undertaken.

For this purpose, it is recommended that a close working relationship be maintained with appropriate personnel in the Ministry of Education, the Work Oriented Adult Literacy Project, and USAID, who are actively involved in planning and implementing the new Adult Education Program. The UNICEF trainer and the EMMC staff should participate in meetings convened for this program, and should send small teams to do field work as the need arises.

Similarly, the UNICEF and EMMC personnel should keep in close contact with the Relief and Rehabilitation Commission, assisting the latter to plan out a communications support component, and returning to the Dessie area to begin to put some of this work into effect.

II. FIRST PHASE OF THE PROJECT

The project will be divided into two phases. The first phase will be of two years' duration (excluding the interim project period). Its most important objective will be to give the EMMC practical experience in applying the new approach and techniques of development support communication.

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UNICEF Project Consultant: In order to assist the Mass Media Center in training, experimental work, and initiating the various roles of a national service, a UNICEF consultant will be assigned to the project for two years (following the interim project). This period will enable him to help in carrying out all aspects of the first phase, including its evaluation, and if the results warrant, will give him an opportunity to assist in the early work of the second phase.

PART ONE: Ghion Experimental Project (Two years including interim project)

1. Purpose: The aim of this experiment is to provide an effective development support communications component for the Adult Education Program in Wolliso Awraja. This component will have the primary objective of using media to give villagers a voice and active role in the planning and implementation of the Adult Education Program. It will also be aimed at bringing villagers and development workers together to take action on various aspects of the program.
2. Method of Work: Generally, the same method of work will be applied as was used during the initial field trip of October 1974. It will be a multi-media approach, with emphasis on video work. The programs will progress from general needs, problems and ideas, to a focus on specific issues and areas of possible activity. The EMMC staff working on this experiment will make contacts and serve as a link between villagers and development agents. They will also involve both sides in the actual media work, getting them to help set up visits to villages and conduct interviews. The EMMC staff will not use media as an end in itself, but as a means of achieving follow-up action. In this respect, they will devote as much of their time to the organizational and liaison work of getting people to come together and to act on specific issues as they will to the more technical work of media production.
3. Use of Various Media and Broadcast: As the project evolves, greater use will be made of media supportive of what video has revealed. Slide and film programs will be prepared on specific subjects in order to convey information — in health, agriculture, etc. Again, both villagers and development extension workers will contribute substantially to the content of these programs.

Some of the media material which is obtained from the Ghion experiment will be used for broadcast. For example, programs can be prepared from this material for broadcast in Addis Ababa and in the Ghion area (which is covered by the Addis Ababa station) to bring about a greater awareness of rural problems.

Equally as important, these programs can be used to strengthen existing Rural Radio in Wollamo (WADU project) and Asmara, and can even be broadcast in other areas through the facilities of the Ethiopian Broadcasting Service. The purpose will again be to bring to various parts of the country examples of similar problems faced at the village level and attempts being undertaken to deal with these.

4. Equal Participation of All Ministries: It is essential that the Ghion project be undertaken as an inter-ministerial experiment. The Adult Education and development work envisaged in Ghion is aimed at improving all facets of village life from better health conditions and increased agricultural production to more community cooperation in achieving a range of services. If media are to be used effectively in all of these areas, the various Ministries concerned must be involved in this work, and this must be assured right from the beginning of the project.

During the assignment of the UNICEF consultant, contact was made with personnel in the audio-visual units of the Ministries of Community Development, Health and Agriculture, as well as the Ministry of Information. Also the programs prepared on the field trips were shown back to their respective Ministers. The Ghion experiment was explained to all of them, and they expressed a keen interest in participating in this work. Indeed, this kind of joint work should provide an opportunity for these various ministries to begin a closer working relationship. It will mean that the experience and results of Ghion can have far greater impact than if the project were undertaken by EMMC alone.

It is suggested, therefore, that as soon as the Interim Project is initiated, the Mass Media Center should contact the relevant ministries and then convene a meeting to work out the role that each will play. The most important coordination must, of course, come at the Awraja level. It is necessary, however, that some clear directives and support come from the ministries to their respective local personnel so that the latter have a good understanding of their roles and are able to carry them out.

5. Evaluation of the Experiment: Besides helping to achieve the specific objectives of the Adult Education Program, this Ghion project is intended to provide the EMMC and other participating ministries with concrete experience about how media can best be used for education and development. A careful evaluation of the work is therefore necessary. It is suggested that along with the usual evaluation techniques, considerable use should be made of videotape for establishing baseline data and recording the progress of the project.

The early interviews in the villages will in fact provide much of this baseline information, and it will then be a matter of recording as much as possible key events or changes which take place during the course of the project. Towards the end, video can also be used to record what the villagers and extension workers thought about the use of media, along with their ideas for more effective uses.

6. Resource Inputs Required:

- Personnel: In order for the Ghion experiment to achieve results in a relatively short period of time, it must be carried out in an intensive manner. This means that the Mass Media Center will have to assign two of its staff to work and live in Ghion for the full period of the project. They will work as a team, using principally video and audio tape equipment. The Center will also have to provide considerable backup support for this team in terms of other media use, especially films, and assistance in editing of the video and audio programs for broadcast and direct playback purposes.
- Transportation: The team will have to be provided with a Land Rover Station Wagon which must remain in Ghion for the exclusive use of this project. One of the two vehicles to be provided under the UNICEF contribution should be used for this purpose.
- Equipment: UNICEF will provide the video and audio equipment for this experiment. This will include: one Sony $\frac{1}{2}$ " videocorder and camera; two Sony monitors (11" and 19"), one Sony $\frac{1}{2}$ " Playback machine (AV3650); one cardioid microphone; a supply of 200 Sony half-inch videotapes (V-30H); a Honda 300 Watt Generator; carrying cases for video equipment; and one audio tape recorder (UHER 4000 REPORT - L) with a supply of BASF tapes.

PART TWO: Creating a National Development Support Communications Service:

The Ghion project will provide the EMMC with solid experience in the new approach to the use of media for development. On the basis of the early work and knowledge gained from this experiment, the EMMC can begin to serve as a training, advisory and implementing body to assist other programs in applying a similar approach. Obviously, the Mass Media Center cannot itself meet all the development support communications needs in Ethiopia. But by acting as a focal point and center with this kind of know-how and experience, it can catalyze and prepare other programs to adopt and apply these same techniques.

1. Selecting and Preparing Personnel

- a) A Core Team: All staff of the EMMC will participate and be responsible for establishing this material service program. It is important, however, that a small group of the staff be designated to spearhead this effort and to organize the resources of the Center to carry it out. It is recommended that one member of each of the following sections be appointed to form a Core Team: Television, Radio, Materials Production, Liaison and Evaluation, and Engineering. This team should work closely together to plan and guide the activities and inputs of the EMMC both in terms of its support to the Ghion project and in terms of launching work on the material service program.
- b) Training: The training of the EMMC staff in the use of communications media for development will have been intensively carried out during the interim project. During the first phase of the full-scale project, the staff will continue to gain experience through the Ghion experiment and the other activities described below.

Very soon into the first phase, the staff should be in a position to begin to share their experiences through a series of training programs for other Government and non-Government personnel. As mentioned above, the EMMC should serve as a catalyst for spreading development support communications work to other programs. The first step is to begin to train up others in the new approach. It is suggested, therefore, that training be offered for the following personnel during the first phase:

- Development Workers participating in the Ghion project.
- Staff of the Audio Visual/Communications units of the various ministries (e.g. Health, Agriculture, Community Development, Information, etc.)
- Appropriate staff (those who will be responsible for communications work and training of others) in the Government programs mentioned below:
 - Field workers in the Relief and Rehabilitation areas.
 - Personnel involved in the "Development through Cooperation" program.
 - Communications staff of the Academy of Pedagogy, the Teacher Training Institutes, and some of the Provincial Education Offices.
 - Personnel of non-Governmental Voluntary Programs: YMCA, YWCA, Church Groups, etc. who are involved in development projects.

The initial training will be conducted at the Mass Media Center for about one week to ten days, including a two to three day trip to Ghion. Where appropriate some of the above groups can receive their training together. After this initial training, the EMMC staff should periodically visit the new trainees at their field sites to assist and advise on the application of the new approach.

In order to carry out this training program, UNICEF assistance will provide per diem and travel costs both to bring the trainees to Addis Ababa, and to enable the EMMC staff to visit the program sites.

2. Advice and Assistance in Initiating Other Development Support Communication Programs:

Besides the training of various personnel, the EMMC can help to actually launch new communications work in a number of priority programs. Again, the role of the EMMC is only to activate and initially guide this new work. Each of the programs assisted should be expected to assume full responsibility for the work as soon as possible. Realizing that the Mass Media Center cannot involve itself in a large number of programs, it is suggested that during the First Phase of the project, its service be focused on the following programs:

- a) Rehabilitation Programs (Wollo): During the assignment of the UNICEF consultant, the Chief Commissioner for Relief and Rehabilitation made a specific request for assistance in preparing and implementing a communications component for the Rehabilitation program. The UNICEF consultant suggested that this could best be done by having the Mass Media Center continue to work in the Wollo area, along with staff of the Commission and local development workers. Together they should draw up a program of action for the next couple of years. As mentioned above, the EMMC staff and the UNICEF Communication Field Trainer will revisit the Wollo area during the interim project. Their main undertaking should be to initiate a rehabilitation communications support component as soon as possible. The EMMC staff should periodically visit the Wollo work to check on its progress and make suggestions.

To facilitate this work, UNICEF will supply a video porte-pac unit (recorder, camera, monitor, generator and videotapes) and one audio tape recorder (UHER 4000 REPORT-L) with tapes for exclusive use in the rehabilitation areas. This equipment will be contracted out to the Office of the Provincial Administrator in Dessie. Any maintenance needs will be met by the Mass Media Center.

- b) "Development through Cooperation" Program: The Mass Media Center has been directed by the Government to play an active role in the program for sending secondary and University-level students into the countryside. The new approach to the use of communications media fits especially well the needs of this program. Media can be used to encourage and activate student participation by bringing them a vivid picture of rural conditions. It can also record their work, and assist them in achieving their goals at the village level.

The video programs prepared in Ghion and Wollo were shown to the Coordinating Committee for the "Development through Cooperation" Program as an example of the kind of work that could be done. The response was enthusiastic. The EMMC should, therefore, train certain personnel of this program to carry out this work, and assist in its initial stages.

- c) Academy of Pedagogy, TTIs, and Provincial Education Offices: The Mass Media Center should initiate closer contact with these institutions, and begin to train up and work with several of them in using media for teacher training and educational innovation. We have already mentioned earlier in this report the expressed interest of the leadership of these institutions in taking on this work. It is suggested, therefore, that following initial training at the Center, the EMMC staff should assist them in exploring the various following uses of media:

At the Academy

- Practice Teaching: To record live teaching sessions, and play these back for discussion and learning.
- Community Development Work: In order to prepare students for community development activities and their "year of attachment" program (whereby students are assigned to Community Development Centers and TTIs), media can be used to give students an idea of rural conditions and also to record and share their experiences once in the field.
- Introducing New Educational Materials and Approaches: Media can be used to bring to the Academy examples of experimental programs in new curriculum, teaching materials, and innovative school programs. Similarly, it can be used to encourage, and disseminate their own experimental work.
- Communication with the TTIs: Media can be used to facilitate an exchange of ideas and experiences between the Academy and the Teacher Training Institutes. Programs produced along the above lines can be shown at the TTIs, and their reactions and suggestions recorded.

- Adult Education Experiment at Adet: One of the six pilot projects in adult education mentioned earlier in this report is to be undertaken in an awraja 60 kilometers from Bahr Dar. The Academy has been asked to associate itself with this experiment particularly in baseline survey work. The Academy could use media (video) along lines similar to that being used in Ghion to bring out the people's opinions and ideas about this program.

At the TTIs

It is suggested that the EMMC work with the TTIs at Bahr Dar (in conjunction with the Academy), Addis Ababa, (since it is close to the Center), and at Harrar (where interest has been expressed).

The work can be carried out along lines similar to that described above for the Academy. It should encourage and facilitate all of these to exchange the various programs prepared at each in order to spread new ideas and experiences.

At the Provincial Education Office (Harrar)

In conjunction with work at the Harrar TTI, the Mass Media Center should train and assist a small team in the nearby Provincial Education Office. The purpose of this work should be to explore ways in which media can be used to introduce new educational programs in and out of school.

- d) The National Administration: It has already been mentioned in this report the manner in which media can be used to bring rural needs to the attention of decision-makers. The project should through the Planning Commission office organize showings of video-tapes regularly to the various Ministries. This will encourage a joint look at the problems and a more coordinated effort amongst them.

3. Resources Required for EMMC to Function as a National Service:

- Personnel: The entire EMMC staff coordinated by the CORE TEAM, working in conjunction with the UNICEF consultant.
- Equipment: Two video porte-pac units (in addition to the ones specifically designated for use in Ghion and Wollo); two half-inch video playback and editing machines; one one-inch editing machine; two gasoline generators; one special effects generator for editing; accessory equipment (cables, batteries, misc., etc.); a supply of 400 video tapes; spares; and video maintenance equipment.

On the film side, the EMMC has two 16 mm. silent film cameras. This equipment should be used in unison with audio tape to do interviews in the field. To provide the Center with a sync-sound film system along with processing equipment would require a substantial investment. Before that kind of investment is considered, much work should first be done with existing facilities and equipment to gain experience in the new production techniques.

- Equipment Maintenance and Compatability: We have already noted that providing new video equipment makes no sense unless the Mass Media Center is given the capacity to care, repair and maintain that equipment.

This means first of all that UNICEF must supplement the maintenance workshop equipment of the Center so that it can deal with a portable video system. A provision for this is included in the budget of this project.

It also requires that the staff of the Engineering Section of the Center be trained up to maintain the new equipment. The most desirable thing is to bring in a Sony engineer for about two months to provide in-service training at the Center itself. Every effort should be made to do this. If for some reason this is not feasible, then two engineers from the Center should be sent for training at a Sony workshop. This latter alternative is not as good since it will not provide an opportunity to train under the actual conditions of the Center and work out all aspects of compatability with existing equipment.

Regarding compatability of the portable video equipment and the existing studio equipment of the Center, it is suggested that for purposes of broadcasting the half-inch material the following technique should be adopted: The material produced in video portopac should be played back on a studio monitor, and a studio camera should then be pointed at the monitor to copy the picture onto two-inch tape for incorporation into broadcast programs. There will be some loss of quality in this process, but the results will still be acceptable.

- Transportation: To ensure field mobility, a second Landrover Station Wagon (besides the one in Ghion) will be provided but under the strict understanding that it is to be used exclusively for the work of this project.
- Per Diem: Initial per diem costs will be provided under UNICEF assistance, but again on the understanding that the Ministry of Education will gradually assume full responsibility for these expenses.

PART THREE: Experimental Broadcast Work

The third and final part of the First Phase project will be to apply the new approach of development communications to the broadcast media. We have already mentioned how the 40-program broadcast series on educational reform is being modified to incorporate the techniques of the new approach. As an extension of this work, and in an effort to apply the approach to future rural and school broadcast programs, the following broadcast experiments will be undertaken.

1. Rural Radio: It is the intention of the EMMC, with assistance from the British Council, World Bank and UNICEF, to expand its radio broadcast coverage by establishing nine new transmitters in various parts of the country. In order to ensure that these new transmitters will fulfil their intended purpose of furthering education and development in the rural areas, it is strongly recommended that an experimental series of programs be tested on one or two of these transmitters before the rest are provided. The content of the radio programs should incorporate the viewpoints of the farmers and the responses of the extension agents. The programs should as much as possible be used as a focal point for getting villagers together for discussion and action.

2. School Programing: The Mass Media Center has for the past several years devoted much of its resources and energy to school broadcasting. We have already noted the traditional academic nature of these programs. It is probable that as a result of the present attempts at educational reform, there will be a call for changes in curriculum and general approach to education in the formal school system.

The Mass Media Center has before it an unparalleled opportunity to bring the changes that are being decided upon into effect. The EMMC should begin a fresh series of school programs to reflect the new trends. For example, it is likely that there will be a need for more practically oriented curriculum. The EMMC can broadcast programs emphasizing vocational skills, and bring to the classroom a vivid picture of real life conditions in farming, industry, etc. The techniques of the new approach set forth in this project lend themselves exceedingly well to this kind of programing, and the experience of this project should enable the staff to prepare high quality programs at an early date.

III. SECOND PHASE OF EMMC/UNICEF PROJECT

Continued UNICEF assistance for an additional two to three years to the EMMC will be considered on the following basis:

1. Evaluation of the First Phase

Towards the end of the first phase of the project an evaluation will be made by all the various participating agencies. There are certain criteria along which the project can be evaluated, for example:

- Did the media really help to bring out problems and ideas in the rural areas?
- Did the media help to bring people together for follow-up action?
- Did the EMMC fulfil its role in training personnel and assisting other development programs?
- Did media help to effect concrete changes in the educational system?

2. Plans for Second Phase

If on the basis of the evaluation it is decided that continued work is merited, a second phase of activity will be worked out. It may include, for example, applying the work of Ghion to other regions. It may also include further work with some of the programs under the EMMC National Service, as well as a phasing out of some and an initiation of others. It may also include an expansion of the new type of broadcast programs to other regions. The details can only be worked out at the end of the first phase of the project.

IV. COORDINATION WITH OTHER INTERNATIONAL AND BILATERAL AID PROGRAMS

The Mass Media Center is presently negotiating with several aid programs for assistance inputs. At the same time, other Government programs are seeking assistance in the field of communications media. It is very important that these various inputs be coordinated so that they work in a complementary fashion, and so that they are pursuing similar goals. The UNICEF consultant had discussions with representatives of all these aid programs and came to the following conclusions.

- World Bank/ODA Assistance: The British Overseas Development Agency is considering assistance to establish nine radio transmitters for rural broadcasting. This would be in addition to the existing transmitters in Addis Ababa, Sidamo, and Asmara. The World Bank for its part is interested in supplementing this expansion program, perhaps by providing each station with a multi-channel capacity.

Both aid organizations have expressed their concern, however, about the manpower to operate these new stations, and about the program content to ensure they contribute effectively to education and development in the rural areas. The UNICEF consultant expressed similar concern, and suggested that any expansion plans should be geared as closely as possible to first providing the Center with concrete rural broadcasting experience.

In order to ensure a coordination of plans and activities, it is being suggested that a multilateral assistance program to the Mass Media Center be drafted. This program would incorporate the inputs of the World Bank, ODA, and UNICEF, and would spell out in detail how they would work in unison. This approach has every merit and should be adopted.

- UNDP/UNESCO: The United Nations Development Program and UNESCO are providing considerable assistance to the Academy of Pedagogy including audio-visual equipment. The original plans to supply the Academy with a close-circuit television studio have been abandoned, but a reduced sum of money (US\$28,000) is available for communications equipment. It is strongly recommended that this money be used to purchase a Sony half-inch video portopac system for the Academy; one porto-pac ensemble - two half-inch editing machines (AV3650); accessories; and videotapes. This equipment would enable the Academy to work closely with the Mass Media Center in applying the new approach to the use of media described in this report.

- FAO: The Food and Agricultural Organization sent several months ago a communications adviser to work with the Audio-Visual Unit of the Ministry of Agriculture. His recommendations were that the Mass Media Center should provide a service to meet the needs of the Ministry of Agriculture, but that if this was not possible, the Ministry should strengthen its own capacities. The possibility of follow-up FAO assistance is not clear. If some assistance does materialize, however, it is hoped that the recommendations of this report will be taken carefully into account, and that the same basic approach to the use of media for development will be adopted.



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PROJECT BUDGET



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PROJECT BUDGET

UNICEF ASSISTANCE:

A. INTERIM PROJECT (6 months)

1. PERSONNEL

Costs:

Field Trainer:

A person with practical experience in the use of video, film, etc. in the rural areas. He will provide training for the EMMC staff, and accompany them on field trips to Ghion, Wollo, etc.

Cost met out of other funds available to UNICEF

2. EQUIPMENT

This equipment to be of following specifications:
220 volts, 50 cycles, 625 lines, CCIR system.

- 1 x Sony Half-Inch Video Ensemble
 - Video Recorders (AV - 3400)
 - Video Camera (AVC - 3400)

All costs met out of a present UNICEF budget

- 1 x Sony Half-Inch Video Rover II
 - Comprising: 1) Videocorder (AV 3400)
 - 2) Videocamera (AVC 3400)

- 1 x Sony Television monitor/receiver (11 inch)
(CVM -112) (220 volts, 50 cycles)

- 1 x Sony Battery Charger/AC adapter (AC - 3400)

- 1 x Sony Long-Life Batteries (BP - 30)

- 1 x Sony Standard Battery Packs (PB - 20)

- 1 x Honda (E-300) 300 Watts Generator 220 volts, 50 H₃,
-1% frequency stability. (Gasoline)

Cables:

- Four Sony audio cables with male mini-plugs (RX-34)
- Two Sony Video - Audio Power Extension Cable (CCJ-5)
- Two Sony 10-pin connector for AV-3400 and 8-pin for Sony receiver/monitor (VMC-1M)
- Two Video intension cables with 8-pin connectors (VMC-10P)

- 1 x Sony unidirectional microphone and cable and windscreen (ECM-22)

- 70 Sony Videotapes: Half-Inch, Half Hour Videotapes (V-30H)

Costs
U.S.\$

1 x Sony Elevator Tripod (VCT - 20A)

Spare Parts

- Two sets of video heads Specifications to be
- One videocon tube requested from Sony upon
purchase of Videover II.

4 x Haliburton - Zero aluminium carrying case to fit
Sony Video Rover II AV - 3400 Model 110

4 x Haliburton - Zero Aluminium carrying case to fit
Sony Camera AVC-3400 Model 105

4 x Haliburton - Zero Aluminium carrying case
Model 100

1 x UHER Audio Tape Recorder (Reporter 4000 - L)

3. PER DIEM COSTS

The funds are to enable the EMMC staff to participate
in field trips other than those related to the
40-program series. 1,500

B. FIRST PHASE PROJECT (Two Years)

1. PERSONNEL TOTAL: 70,000

Chief Consultant: 60,000

A person with substantial practical experience in the
use of media (especially video) in development work.
He will train, advise and assist the EMMC in all
aspects of the project.

Short Term Consultants: Total of 4 months: 10,000

This is for bringing in a Sony Engineer. It may
also be used to bring in other expertise according
to project needs.

2. TRAINING EXPENSES TOTAL: 4,000

These funds are intended to meet the travel and
stipends costs of bringing trainees to the EMMC
staff to provide follow up training in the field.

3. PER DIEM AND TRAVEL COSTS FOR FIELD WORK TOTAL: 4,000

These funds are to meet the per diem costs of EMMC
staff when carrying out field work relating to the
project.

	<u>Costs</u> <u>U.S.\$</u>
4. <u>VEHICLES</u>	<u>TOTAL:</u> 7,000
Two Land Rover Station Wagons	
- One for Ghion	
- One for National Service program at EMMC	
5. <u>EQUIPMENT</u>	<u>TOTAL:</u> 36,950
<u>N.B.</u> All equipment must conform to the following standards: 220 volts, 50 cycles, 625 lines, CCIR system	
<u>Video:</u>	
4 x Sony Half-Inch Video Ensembles (Video Rover II) includes Videorecorders (AV-3400) Videocameras (AVC-3400)	7,200
3 x Sony Half-Inch Video Playback and editing decks (AV-3650)	3,750
1 x IVC 871 (or latest equivalent model) One-inch Editing Deck	6,000
4 x Sony Portable Monitors/T.V. Receivers (CVM-112) 11" measured diagonally	1,100
3 x Sony Portable Monitors/T.V. Receivers (CVM-194) 18" measured diagonally	1,000
4 x Sony Unidirectional Microphones (ECM-221)	440
6 x Microphone wind screens (foam)	30
6 x Sony Battery Chargers/AC Adapters (AC-3400)	540
1 x Sony Special Effects Generator for Editing (SEG-2)	1,000
1 x Sony Professional Sound Mixer (MX-900)	270
4 x Wide Angle Lenses 8.5 mm F 1.5 (VCL-08)	360
10 x Sony Long Life Battery Packs (BP-30)	1,300
6 x Sony Standard Battery Packs (BP-20)	240
2 x Sony Elevator Tripods	100
4 x Sony RF Adapters for Playback on T.V. receivers	240
4 x Honda E 300 Gasoline Generators (AC, 220 volts, 300 watts)	700
1 x Honda E 800 Gasoline Generator (AC, 220 volts, 800 watts)	300

	<u>Costs</u>
	<u>U.S.\$</u>
4 x Haliburton - Zero Aluminium carrying case to fit Sony Video Rover II AV-3400 Model 110	360
4 x Haliburton - Zero Aluminium carrying case to fit Sony Camera AVC-3400 Model 105	260
4 x Haliburton - Zero Aluminium carrying case Model 100	180
 <u>Cables and Plugs:</u>	
8 x Sony 10-pin connector for AV-3400 and 8-pin for Sony Monitor (VMC-1M)	200
8 x Sony Video-Audio Power Extension Cables (CCJ-5)	400
200 ft. Coaxial Cable, and supply of UHF connectors and spare female feed	200
Supply of Plugs: Regular plugs, mini plugs, 8-pin female-female connectors to connect two 8-pin cables	50
10 x Audio Cable with male mini-plugs at both ends	30
4 x Sony recommended field tool kits	400
Manufacturer's recommended spare parts: e.g. video heads, videcon tubes, fuses, etc.	2,000
400 x Sony half-inch, half-hour, black and white videotapes (V - 30H)	4,000
Manufacturer's recommended testing and maintenance equipment (other than that already available at the EMMC): e.g. test and alignment tapes; oscilloscopes, etc.	2,500
 <u>Audio:</u>	
2 x UHER 4000 Reporter - L Audio Tape Recorders	600
2 x Professional microphones	200
200 x Basf Audio Tape (half-hour reels)	1,000
 6. <u>MISCELLANEOUS/CONTINGENCY COSTS:</u>	 <u>4,500</u>
 <u>GRAND TOTAL FIRST PHASE PROJECT:</u>	 <u>U.S.\$ 126,450</u>

C. SECOND PHASE PROJECT (3 years)

Should a Second Phase be agreed upon, UNICEF assistance may average about U.S.\$40,000 per year

TOTAL ESTIMATED BUDGET: U.S.\$120,000

D. TOTAL UNICEF ASSISTANCE FOR FIVE YEARS:

U.S.\$240,000

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