

U N I C E F

Eastern Africa Regional Office

REPORT ON REGIONAL STAFF PSC WORKSHOP

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INTRODUCTION

What is a UNICEF-assisted project? A recommendation, a BAL, innumerable supply lists, cash lists, and call forwards - something planned, negotiated, signed, sealed and delivered in an office of a ministry in the big city, and which will eventually flow downwards and, hopefully, benefit the lives of those thousands of faceless disadvantaged children at the other end of the delivery line in the slums and the rural areas?

Or is it something more? Is it something which responds empathetically to the expressed needs of people - something about which they have been consulted and informed? Does it involve providing information and motivation to those who will implement it at field level, so that they may, in turn, inform and motivate the people? Is there a genuine fusing of interests between the people and those who would assist them? Are the people convinced that the programme will really meet their needs? Do they see their role as passive recipients or active participants?

No programme can operate in isolation and without the full commitment of the beneficiaries. Also it must impinge upon and mesh intimately with related development activities in other sectors: have the people working in these other sectors been informed and brought fully into the picture so that their willing collaboration is ensured?

Therefore, there are many elements involved in the planning and implementation of effective programmes and, obviously, the communications element should form an integral part of programming and should not be something which is added on almost as an afterthought.

This staff workshop report provides useful food for thought and valuable guidelines and recommendations for programme officers on the integration of communications in the programming function. It is to be hoped that it will result in the normal communication chain reaction whereby education and awareness forms attitudes which are translated into action.

J. McDowell
Programme Officer

SUMMARY OF RECOMMENDATIONS

1. Assistance should be provided to programme officers in planning of Project Support Communications elements.
2. CIS should be available to give assistance in the assessment of children's needs.
3. PSC should not be regarded as a new activity. Rather, programme officers should pay attention to earlier programmes which made use of an intensive communication component.
4. Assistance should be considered in helping other countries benefit from experience gained in the Kenya family health radio programmes.
5. A solution should be sought to the problem of providing PSC assistance to coincide with the programming cycle of the various countries.
6. Examples of methods of making and using low-cost PSC materials should be circulated to area offices.
7. The PSC Unit should draw up a guidelist of PSC equipment available, together with an indication of the possible cost of these items.
8. Programme officers should work towards guiding ministries in coordinating both production and communication content.
9. Considerable communication resources (both human and equipment) exist in many countries. Programme officers should attempt to draw up an inventory of local resources in order to make better use of available funds.
10. One PSC officer should be associated with each area office, with the regional PSC Unit continuing to provide resources which need more concentrated production resources and research facilities.
11. Additional assistance should be given to area offices on evaluation techniques which can be applied to PSC as well as other programmes. These techniques should be executable by locally available personnel and not, at first, require professional level skills.
12. Evaluation must be regarded as a normal part of PSC activities.

A. REVIEW OF THE 1974 PSC RECOMMENDATIONS

1. Mr. Tuluhungwa opened the workshop by outlining the general definitions, implications and role of PSC in developmental programmes. The theme of this introduction was that in most cases governments and funding agency or agencies are solely concerned with the technological aspect, viz. supply of goods, logistical support, cash grants, etc., but the social-psychological aspect, viz. the readiness of beneficiaries for the project, understanding and motivation (for community participation) including identification of priorities within the community, are generally overlooked.

The latter aspect is what PSC aims at fulfilling. If this is achieved one should expect a successful project that leads to cumulative development.

He concluded this introduction by confirming that PSC work forms an integral part of all the stages a programme passes through. These were identified to include at least:-

- Programme identification after baseline study
- Programme formulation
- Programme implementation
- Programme evaluation
- Programme replication

Discussion

Mr. Pelle queried whether communication was part of the programming exercise.

Mr. Shields explained that he considered PSC is needed during the planning stage as well as during implementation and evaluation. Further, he felt that sometimes PSC officers are called to advise on programmes which had already started.

Mr. Deschamps felt it was for the PSC officers to review the on-going or proposed programmes when they visited the countries and not for programme officers to send the plans of operation to CIS.

Mr. Balcomb explained the system used in India, where the PSC officer has to initial the plans of operation. He felt that PSC should be involved at the earliest possible moment. As programme preview meetings were no longer being conducted in Nairobi, PSC would have no chance to review these unless the documents are sent to us in Nairobi, as the unit cannot visit every country in the area.

Mr. Vincent stressed that PSC definitely needs the plans of operation as well as copies of the BALs including cash lists and supply lists pertaining to PSC inputs in any particular programme or project. All endeavours should be made to persuade the ministries concerned to find out what the needs of the people were and formulate programmes to meet these needs.

Mr. McDowell queried what help the experts, PSC, can give to the programme officers when discussing a particular proposal with government. Do the people want it? Will they respond? What evidence do we have that they will respond?

Mrs. Edgren added that there was the problem of how to identify the needs of the people, and questioned whether programme officers should go out into the field to look for projects which will meet the people's needs.

Dr. Reed felt it was the responsibility of programme officers to satisfy themselves that the programmes which they are funding are in fact responding to the needs of the people at the time the project is planned. If governments want our support, they must convince us that a project responds to the needs of the people.

Mr. Tuluhungwa explained that he personally thinks that programme officers should go out into the field and carry out simple monitoring and evaluation of assisted projects. In this way he/she will be able to find out the priorities of the people, which should then be the basis of negotiations for a new programme with the government; unless the programme is on top of the people's priority list it is unlikely to succeed.

2. Mr. Tuluhungwa reported on the 1974 recommendations as follows:

Recommendation 1: Programme/Field officers should endeavour to identify possible communication needs of a programme/project during its formulation, although the PSC Unit staff will be called upon to assist in case of difficulties.

This is being implemented although it is felt that our programme officers still need some assistance from the Regional PSC Unit. On the whole the efforts being made are satisfactory.

Recommendation 2: The PSC Unit should be informed well in advance of all programme recommendations in the region. A copy of all programme proposals should be sent to the unit in Nairobi.

Copies of programmes/projects have been sent to CIS, but without copies of the cash/supply lists etc., it has not been possible to gauge the adequacy of the inputs. It is, therefore, further recommended that a separate section on PSC inputs should be included in the documents and copies of supply lists, if any, and other inputs be sent to the regional PSC unit in Nairobi so that they can be reviewed and amended if necessary before call-forwards are submitted.

Recommendation 3: In each country Programme Officers should compile an inventory of local 'Communication Resources' and forward this to the Unit's headquarters in Nairobi.

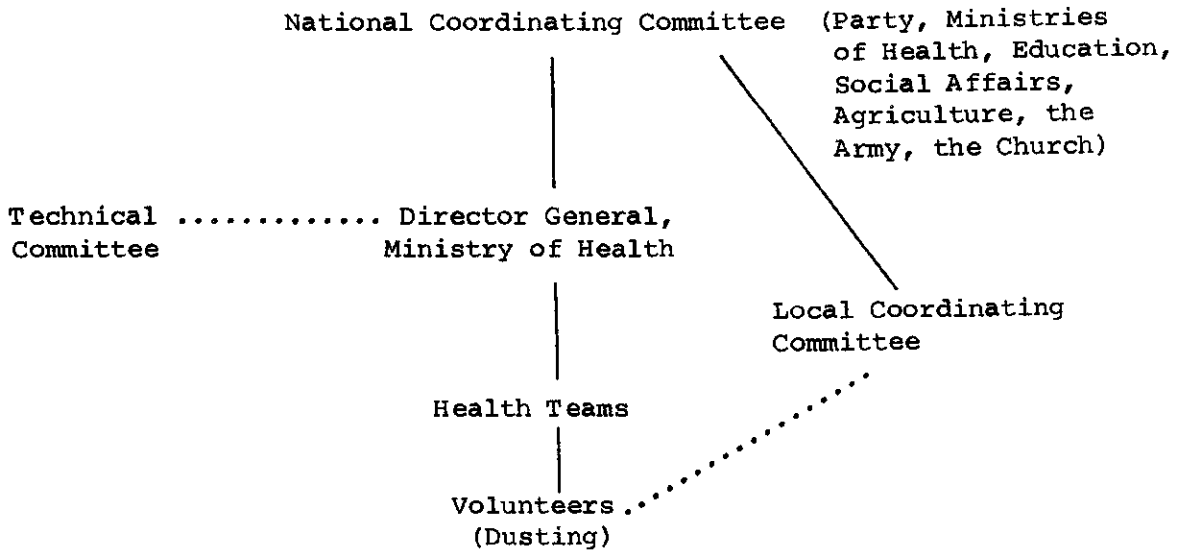
Nothing has been done on this because it is not easy in terms of time and specific information to look for. Hence a 'Country Media Inventory/Survey' form has been prepared for your guidance - see attachment 1.

Recommendation 4: The PSC Unit should put more emphasis on 'strengthening' the countries' communication facilities and skills.

This is borne in mind when developing PSC programmes: national communication facilities are consulted and utilised. In Burundi, for instance, as Mr. Adrian Clark will explain now, the design, printing and distribution of educational materials are being carried out by the programme participating ministries.

Mr. Adrian Clark described the Burundi Typhus Control Programme which Mr. Tuluhungwa had worked out (paper available on request) and explained that typhus had been endemic in Burundi for the last twenty years. Due to the geographical nature of the country, people had to wear heavy clothing both during the day and at night and the lice which carry the typhus hide in the folds of the clothing. Burundi was the only country where a mass scale control programme has been conducted, based on the dusting of people, clothes and houses with insecticides, treatment with drugs and an important health education programme.

He described the structure of this education (PSC) programme -



The media for information was:

- 1) Radio
- 2) Posters and leaflets
- 3) Slide sets
- 4) Flip charts
- 5) Newspapers
- 6) Meetings

as well as total coverage of the country by the health education team and the mobilisation of the party workers, the teachers and the church.

Discussion

Mr. Shields felt that without the efforts of the Liaison Officer and the PSC team the whole project would never have got off the ground and would have had no hope of success.

Mr. Konig stressed that in all such programmes it is important to include the school teachers. In Tanzania three programmes had been carried out, the first two very successfully with the assistance of the school teachers.

Mr. Hamilton commented that in planning a programme, whatever it may be, we should think of all the aspects, not merely the mechanics of what seems to be obvious. There are additional things which are very important which we now call communications, and without them we are not going to get anywhere, so it's really part of the programme officers' responsibility with the general assistance of communications experts.

Recommendation 5: Replicable pilot communications field projects should be instigated, in conjunction with the national communications institutions.

This is being implemented in a small way starting with Kenya where the Regional PSC Unit, with the assistance of a consultant, Mr. Mark Harris, has pioneered the promotion of family health through entertainment.

Mr. Harris then introduced his paper EARO/SC/75-22 (attachment 2) and gave a brief report on the Mzee Pembe radio show in Kenya. He said that feedback had been received from listeners in response to a request for their comments in the form of hundreds of letters from as far afield as Zanzibar. There had also been favourable feedback from Health Education workers in the field, and from random interviewing of people throughout the country.

In conjunction with the Ministry of Health, Health Education Division, an extensive field evaluation is being planned.

Mr. Harris pointed out that this series had cost US.\$18,000 for 52 fifteen-minute radio programmes in 1975; this figure included paying a commercial studio, air time and producer's fees, and if other governments could be satisfied on the educational benefit of this programme, or a similar one, it is quite possible such a series could be produced for considerably less. However, it did compare favourably with, say, the cost of 500,000 Family Planning calendars which were distributed at a cost of half-a-million dollars.

Recommendation 6: The Nairobi PSC studio should be strengthened to be able to undertake field trials of equipment, produce pilot educational materials, etc., as well as the training of national communications personnel.

All PSC productions for specific projects are considered initially as pilot or demonstration materials. This is why national resources are involved at all stages.

Recommendation 7: Because of the language problems, a French-speaking PSC officer should be recruited to undertake PSC work in Francophone countries within this region.

1. A French-speaking Assistant PSC Officer is being recruited from the African continent and should join the unit in the first quarter of 1976. In addition to this, we have the following recruitments -
2. A PSC Consultant, Dr. Fred Reed, had been recruited and posted to the Educational Mass Media Centre of the Ministry of Education, Ethiopia, and he is also expected to assist the Addis Ababa Area Office in PSC planning and other allied activities.
3. Mr. J. Mgalula, a Tanzanian, is being recruited as a PSC (National) Officer and will be based in the Dar-es-Salaam Office to develop and implement communication programmes for the various UNICEF-assisted projects in Tanzania.

Recommendation 8: Simplified manuals and guide books in applied communication techniques and proper care of communication equipment should be prepared and made available for field staff, particularly those whose training is supported by UNICEF.

Because of the lack of basic information on what is available and what is lacking in the countries in this region, the regional personnel haven't been able to start working on this. However, we hope to work out a draft for discussion with the local communications units in the region in 1976.

Therefore, as a start, programme officers were requested to complete the draft form, 'Basic Equipment Survey' (EARO/SC/75-23 attachment 3). This information will complement the one which is being requested in form, "Country Media Inventory/Survey" and should give the PSC staff some starting point.

Discussion

In response to Mr. McDowell's query on whether PSC were going to produce a guide list for PSC materials, Mr. Tuluhungwa made reference to the Basic Equipment Survey form - which programme officers were requested to complete and return to PSC.

Mr. Hamilton pointed out that a guide list is not a supply list. It needs a lot of experience to compile a guide list and it is a difficult and laborious task. When it is completed it should be made available within this region and shared with Headquarters, who will do the same with other regions and perhaps eventually produce something for global application.

In reply to Mr. Pelle's question on home training aids, Mr. Balcomb said that in India he did not find any real shortage of these. In many other countries people are quite active, particularly in Kenya in the Day Care Centres where they make their own toys.

Dr. Reed pointed out that there are plenty of materials around to teach field workers how to use low cost materials. UNESCO has brought out three volumes. There was a problem when using illiterate field workers in that they are often not equipped to deal with any emergencies that might arise. As an example, he gave the case of the illiterate field workers who were giving inoculations, but when a rumour started that the people were in fact being sterilized, they were unable to deal with the situation. However, he recognized that there was often no choice but to use low-grade personnel in the field.

Mr. Tuluhungwa reacted to this by saying that in this instance neither the field worker nor the people can be blamed for this situation. It all amounts to lack of proper educational inputs and monitoring, coupled with inadequate training of extension agents. The planners should have seen this situation arising and appropriate steps taken to prepare the inoculators and the recipients. Lack of PSC, isn't it?

B. FUNCTIONS AND ROLE OF THE REGIONAL PSC UNIT

Mr. Vincent presented paper EARO/SC/75-24 (attachment 4) titled 'The Role of the Regional PSC Unit'.

On the question of costing out the PSC components within a programme, this could be assessed for personnel based on previous experience of the cost of training courses, per diem, etc. For equipment, PSC can go through their catalogues and assess reasonably accurately what the actual cost would be at the time of delivery, but it was important that the PSC Unit in Nairobi was advised when the equipment was needed on site.

Discussion

Mr. Pelle wanted to know how he would know what kind of photographs were held in the files.

Mr. Campbell replied that it would be expensive to publish a catalogue of all the photographs and slides available. Therefore, what ought to be done is to send a short description of the article or release that needs to have photographs and on receipt of this a search would be made in the country photo/slide files and appropriate photographs would be sent to the enquirer.

C. STRENGTHENING COMMUNICATION FACILITIES AND SKILLS IN THE REGION

Mr. Aston Manyindo, as Chairman of this session, opened the discussion by commenting that 'usually most programme formulators and implementors have an idea of the major programme inputs which include in some cases PSC; therefore, there is a need to carry out an inventory survey before any PSC input is programmed.'

Miss Hazzard raised the point that often there are already prepared materials in various countries, and what would be needed is just to adapt them to local situations.

Mr. Vincent felt it is always better to use local indigenous artists who have knowledge of the country - know the people, their clothes and style of houses, etc. Therefore, PSC personnel should always try to identify such skills in the countries they visit.

The time factor in a situation like this can be a problem, Mr. Tuluhungwa said. This work should be done within the country concerned, but PSC could assist in identifying people who could do the work.

Mr. Balcomb said that while in Tanzania in October, he spoke to the Director of Preventive Medicine who informed him that they were training a variety of para-medical and junior medical auxiliaries, but they had no simple books of instructions in Kiswahili. Hence Mr. Konig, Mr. Tuluhungwa and myself suggested that UNICEF should sponsor a workshop to prepare a manual suitable for training these people.

Mr. Balcomb also said it was proposed to hold a workshop in Uganda in February 1976 to strengthen the coordination between communications people in the various ministries.

Mr. Tuluhungwa enlarged on this by saying that the workshop was going to cover integrated PSC planning so that eventually there would be a common denominator in the messages being directed at the rural families: how to integrate the planning, how to approach certain common communication problems or barriers, how to integrate materials production to support rural programmes, and field evaluation.

Mr. Manyindo brought the attention of the meeting to the Country Media Inventory/Survey and requested the cooperation of the participants in completing this form and returning it to PSC.

Mr. Tuluhungwa added that the people completing them would probably learn a lot of information they did not previously know about their own countries and this information would be very useful both to the person concerned and to the regional PSC Unit in Nairobi.

D. DEVELOPMENT SUPPORT COMMUNICATION SERVICE

Dr. Fred Reed spoke on 'Development Support Communication Centres' and said that in any project approximately 10% of the funds should be used for PSC. This had been decided in countries where PSC had been used for some time. Usually between 8 - 10% would be for evaluation activities of one sort or another.

He went on to describe the National Mass Media Production Centre in Manila, which is a general PSC centre for the Philippines.

He explained that setting up even a minimal laboratory for communications would probably cost \$100,000. The skills associated with communication, whether operating a camera or drawing appropriate kinds of images for posters, are very scarce skills in most countries. In any country the communications that come from Government sources need to be coordinated to make sure that there is consistency between the messages.

E. EVALUATING COMMUNICATION PROGRAMMES

Dr. Reed introduced his paper 'Evaluating Communications - An Everyday Problem' (available on request) by saying that many people who have good ideas on evaluation are often put off because the "experts" criticise them. Many are engaged in evaluation activities of one kind or another and often do a cost benefit analysis of many things they do.

Moving from the evaluation which we do every day in a non-formal fashion to rather formal kinds of evaluation, Dr. Reed said that when we need to see whether a communication programme is working, we have to sit down and think what to do to try to evaluate it. The process is something called operationalizing.

Drawing attention to the questionnaire set out in his paper, Dr. Reed suggested that appropriate questions could be printed on a card and when anyone you know goes to a different part of the country, ask him to take 50 with him and give them to his driver to get completed while he is engaged in his business. In this way 50 - 100 could easily be completed in a week and it will only require a few months to find out what is happening to your communication or other programme efforts.

F. EXPRO-240: COMMUNICATIONS SUPPORT TO PROJECT IMPLEMENTATION

Mr. Balcomb then highlighted the main points of EXPRO-240.

Mr. McDowell enquired whether any of the other UN agencies had their own PSC unit and was advised by Mr. Jones that only UNICEF in Africa and FAO had.

Mr. Balcomb enlarged on this point by saying that PBFL (FAO) had a communications expert based in Nairobi and UNESCO had one Communications Officer for the whole of Africa, also stationed in Kenya, so the possibilities of close cooperation between the UN agencies were not timely.

Mr. Squera requested that there should be one PSC officer for each area office, but Mr. Jones said the Board had decided there should be PSC officers only at the Regional Offices at present, and we would have to go back to the Board if we require PSC officers on the manning tables of area offices.

Mr. McDowell felt that PSC expenses must come out of project funds. But what about the PSC element in planning the project?

Mr. Tuluhungwa replied that since all PSC activities are project oriented, all expenses, including production, incurred for specific projects should be charged against the respective project codes. However, the expenses of reconnaissance visits are to be absorbed by regular programme support budget.

G. 1976 TRAVEL REQUESTS

Mr. Vincent distributed to all programme officers blank Travel Request forms, requesting them to complete same showing dates when PSC assistance would be needed in each country.

The requests totalled 251 travel days - an impossible task indeed!

H. CLOSING OF WORKSHOP

Mr. Vincent summed up the meeting as follows:

1. At an early stage today, both Yves Pelle and Don Shields stated that programme officers should consider communications as a regular and indispensable part of UNICEF programming. It is not an extra workload which may or may not be considered as time or memory allows. We use our own "daily communication techniques" without thinking - no progress in our work is possible without such "communications". It is a skill which we have all mastered and utilise in order to do our jobs effectively, and assist us to maintain social contacts - this help us to survive.

Hence the projects in which we are involved also need to have a well-developed communications system in order to progress and to grow along the lines which we have planned.

2. We have heard about several innovative and exciting projects in Burundi, Rwanda and Kenya. Hopefully you can encourage replication in your own countries - and, of course, call on the PSC unit for back-up advice and sample materials.

3. From your own comments it is obvious that programme officers are enthusiastic about PSC and you have set the Regional Unit a number of tasks to prepare reference materials for your guidance.

4. Personally, I believe we are now coming much closer to an efficient use of the resources, facilities and manpower available from the PSC unit in Nairobi and, whenever possible, local communication units in your countries. However, liaison and goodwill, started at meetings like this, must continue so that we may all carry on developing our personal skill and confidence in the field of communication.

A. COUNTRY MEDIA INVENTORY/SURVEY

1. COUNTRY.....

2. POPULATION

3. AREA.....

4. UNICEF ASSISTANCE:

Yes No

a) Health

b) Education and Training

c) Water and Public Health

d) Relief and Rehabilitation

5. PRINT MEDIA

a) Daily Newspapers

<u>Name</u>	<u>Language</u>	<u>Target Audience</u>	<u>Circ.</u>

b) Weekly Newspapers

c) List magazines and periodicals (local and foreign) on sale:
(in approximate order of popularity)

6. RADIO

a) How many local stations are there? _____
(different broadcast services)

b) In which languages do they broadcast? _____

c) Are radio sets widespread in rural areas? Yes Fairly No

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d) What other stations can be easily received on portable radio sets?

i) On Medium wave:

<u>Station</u>	<u>Language</u>

ii) On Short wave:

e) Is the reception throughout the country: good patchy poor

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7. TELEVISION

a) Is there television? Yes No

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b) How many different stations are there? _____
(different broadcast services)

c) In which languages do they broadcast? _____

d) What % of the programmes are locally produced? _____

e) Estimated number of television sets: _____

f) Estimated audience during peak viewing times: _____

g) Is there a film-making unit? Yes No

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h) Is the film unit: Government Parastatal Commercial

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Notes

The report deals with the functions of the regional PSC units, the responsibilities of PSC officers, travel, budgeting, the role of PSC in programming, and related issue. The report contains a summary of recommendations; review of 1974 PSC recommendations; use of radio, comedy, cinema and related costs.

Print Name of Person Submit Image

SAROJA DOUGLA

Signature of Person Submit

Saroja Douglas

Number of images without cover

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8. CINEMA

Yes No

a) Do you have cinemas situated in towns (fixed site)?

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b) If so, list towns and number of cinemas:

c) Estimated total audience for these cinemas during 1 year: _____

d) Are there any mobile cinemas?

Yes No

- Please list organisations concerned,
(with estimated yearly audience figures)

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e) Areas covered by mobile cinemas (districts or provinces)

9. Names and addresses of resident foreign correspondents and stringers:

10. List of local freelance reporters and photographers:

B. COMMUNICATIONS MATERIALS PRODUCTION AND DISTRIBUTION

Name of Institute	Location	Run by Ministry of	Description of Materials	Capabilities	Distribution/Consumption Systems	Specific Regular Education Programmes

RADIO - THE ONLY MASS MEDIA

When an advertiser in Kenya wants to sell a product, he goes to the radio, because he considers radio the most cost-effective channel to get information about his product to the people. When the Kenyan government wants to inform the people, it relies on the radio. In Kenya, the largest circulation newspaper, the Daily Nation, has a circulation of about 70,000. Unfortunately it's in English, a foreign language to the masses, and is expensive. Television reaches but a few thousand of the elite. Radio reaches nearly everyone. Estimates of the number of radios operational in Kenya run as high as 1.5 million. Radio goes everywhere, every day, regardless of roads and rains. It speaks to everyone, young and old, to the illiterate and the affluent. It is not uncommon to walk into a Masai manyatta deep in Masailand and find a group sitting around a radio. Even in the shantytowns surrounding Nairobi and other towns, radios are everywhere.

The Problem - How to Promote MCH

UNICEF is committed to promoting maternal and child health. Traditionally, this has been done by sending health field workers into the rural areas equipped with posters, printed materials, and occasionally supported with radio lectures.

Radio - How to Use It

Radio, per se, is not a panacea. Radio may reach the people, but it may not communicate. Past experience has indicated that straight lecture-type broadcasts about health are not effective. Such lectures often either bore the listeners and are switched off, or they are too technical and go over the heads of the people. Though radio may be a cheap way to reach millions of people, radio can be as ineffective as an unused poster.

Health education broadcasts have often failed because they have not been geared to the medium. Health educators who generally produce the programmes usually write essays and read into the microphone, without regard to the challenge of holding the audience's attention. Health educators, in general, lack expertise in radio communication. Popular entertainers, experienced in radio advertising and the peaks and valleys of radio drama, by definition, know how to capture and hold mass audience. The problem is how to combine the techniques of commercial radio and health education.

Kenya - The Mzee Pembe Show

In Kenya, a weekly radio play broadcast in Swahili over the Voice of Kenya on prime-time, every Sunday afternoon, stars Kenya's leading comedians, Mzee Pembe, Kipanga, and Mama Njeri. Since 1946, the three have been entertaining the people of East Africa on radio. Since February of this year, they have been performing in a radio serial about health which entertains as it teaches.

The series is really a "soap opera" radio comedy which focuses on problems of Mzee Pembe's large family. Mzee Pembe plays a caricature of an often drunk, traditional, and very old-fashioned father of 16 children, who is husband of Mama Njeri. Mama Njeri plays the no-nonsense mother who cares for the children and tries to prevent Mzee Pembe from drinking away the family's resources, so that she will have enough money to clothe, feed and provide medical care for the children. Kipanga plays an entire range of characters who visit Mzee Pembe at home or run into him in town. Kipanga's characters are well-known to Kenyan audiences and include members of different tribes who speak a humorous blend of local languages and Swahili, a European farmer "Lord Muthaiga" who speaks what he thinks is Swahili, and "Bwana Afya", the health extension worker, to name a few.

Typically, Mzee Pembe is visited in his home by one of Kipanga's characters. This visitor serves as the "straight man" in media terminology who points out unhealthy practices in Mzee Pembe's home.

In a very funny manner Mzee Pembe rejects his friends' sensible advice, relying on various old-fashioned or exaggerated extensions of traditional points of view to argue against modern health practices.

For example, the visitor might attempt to persuade Mzee Pembe to feed his children foods other than ugali and to take the children to the clinic, but Mzee Pembe is not to be convinced. In ridiculous terms he claims that ugali is the only food that children need to eat and that witch-doctors are better than clinics.

This technique is an old advertising formula, based on the well-known phenomenon that in such a contrived situation the audience laughs at the old-fashioned arguments and identifies with the points that the straight man is putting across.

Preproduction

No scripts are used in the production of the radio show, but this doesn't mean that the shows are loosely organised. The first phase of production is a meeting with the actors, health educators David Wainaina and Bernard Mwalenga from the Health Education Division, and Mark Harris.

The health points to be stressed are defined carefully to reinforce the work of the Health Education Division field workers.

A free-flowing discussion session ensues, during which straightforward and amusing ways to illustrate various health concepts are developed. Plots, characterisations, and jokes emerge and grow into a tight outline.

In the Studio

From this meeting, all move to the studio to record. At the studio, various sound effects such as cows mooing or children crying are cued up to be mixed into the background during recording.

Usually the studio is packed with visitors ranging from businessmen to gardeners - all fans of the series. Mzee Pembe and Kipanga enjoy playing to such a lively audience and get important feedback by watching expressions on the visitors' faces.

This "instant feedback" enables the actors to gauge whether their serious points about health as well as their jokes are being understood.

Hundreds of letters - fan mail in fact! - from all over the land indicate that the show is extremely popular. Comments from as far away as southern Tanzania and Uganda come in on a regular basis, and are scanned eagerly by all concerned.

Requests to broadcast the series several days a week are typical. Mr. Joel Mugaria of Nairobi recently wrote, "Although I am not married myself, I have gathered plenty of information about bringing up children from your programme. And I have laughed while learning."

Evaluation

Feedback activities have been carried out since the inception of the series. From what we have learned, the programme is highly popular in Kenya and throughout East Africa. Letters and visitors from as far away as Zanzibar, Uganda and Southern Tanzania report an avid listening audience. Letters have been received from every area in Kenya.

A basic question-set has been administered by the producer in locations as disparate as Nairobi elevators and farms in the Taita Hills. In nearly every case, people have been able to identify the programme and tell what it is about. VOK officials have indicated that the show is a first-rate hit. Health Educators and Community Development Workers have reported a mass-following of the series in every region of Kenya.

Formal evaluation is being planned in cooperation with the Health Education Division, Research and Evaluation Department. Results should be forthcoming in several months.

Cost

The cost of producing the series for its first year will be US.\$16,000. This includes costs which will not be borne by the series in future. Although the series has been a "public service", commercial broadcast and studio time have been paid. Political considerations and the desire to get the series on the air as soon as possible, so it could sell itself, justified these expenses. In comparison to other health education programmes, this is certainly a cheap approach to communicating MCH information.

Breakdown of costs:

Artists' fees:	\$35 per show x 52 shows = \$1,820 per artist, per year 3 artists x 52 shows = \$5,460
Studio rental fees:	\$42 per show x 52 shows = \$2,200
VOK broadcast time:	\$85 per show x 52 shows = \$4,420
Producers' fees:	\$1,000 per quarter (13 shows) x 4 = \$4,000
Evaluation:	\$2,000
Total:	\$18,080

The per show cost including all costs is less than \$300 per broadcast. If one million listeners can be assumed (according to the most conservative estimates), this is a cost of \$0.0003 per listener. It is intended that tapes of existing shows be re-broadcast, further reducing the cost of reaching the people.

BASIC EQUIPMENT SURVEYBasic Equipment Suitable for Use in
Field Education Programmes and Small Production Units

In order to enable the PSC staff to prepare a guide list of basic equipment which will be suitable for use in various situations in your country, we would like to collect and discuss your experiences of equipment under the following headings.

Please note down any points of interest under each item which you think should be brought to our notice during and after the workshop. Also mark those items on which you would like to have more information.

1. PROJECTORS(a) 35 mm still(b) 16 mm movie(c) Super 8 mm movie2. VIDEOPortable3. POWER SOURCES(a) Generator

(i) 300 - 500W

(ii) 500 - 1,000W

(iii) Above 1,000W

(b) Batteries

(i) Wet Cell

(ii) Dry Cell

4. SCREENS

(a) Front Projection

(b) Back Projections (Daylight)

5. TAPE RECORDERS (Portable)

(a) Cassette

(b) Open Reel

6. CAMERAS

(a) 35 mm (still)

(b) 35 mm (half frame, still)

(c) Super 8 mm movie

7. PRINTING EQUIPMENT

(a) Duplicators

(b) Offset Printers

(c) Scanners

(d) Plate Makers

(e) Typewriters

(f) Collators - automatic or manual

(g) Stitching Machines or Binders

(h) Cutters

Country:

Name of
Programme Officer:

Date:

EASTERN AFRICA REGIONAL OFFICE

Regional Staff PSC Workshop

4th November, 1975

THE ROLE OF THE REGIONAL PSC UNIT

by R.R.N. Tuluhungwa and P.L. Vincent

The UNICEF Regional PSC Unit based in Nairobi has a small staff and modest facilities, able to provide the following services:

A. PROGRAMMING

PSC reconnaissance visits time^d to coincide with programming cycle of the Country Programme Officer. These visits may be purely of an investigative nature, responding to a specific government request, or programme need, or combined with implementation work as outlined below.

B. IMPLEMENTATION

PSC components, having passed through an earlier planning stage, will take their place in the general project implementation according to the plan of operations, and may require supervision for specific inputs or training in certain skills. Wherever possible, the PSC staff will be available for these major tasks.

However, it will be necessary to plan very carefully these needs for training visits may involve one or two members of the PSC staff, depending on the nature of the skills required. For general monitoring and supervision it will, of course, be advantageous to have the PSC Officer who is familiar with that particular project to do this.

C. PRODUCTION

All PSC productions are considered initially as pilot or demonstration materials. After field testing, having analysed the feed-back, these materials will be sent for duplication on a larger scale so as to meet the needs of the project. This will apply to materials ranging from slide sets and films to posters and pamphlets.

Therefore, it is necessary to budget for research and development of materials for any specific project and for the full-scale production to meet the needs of the programme during the implementation. The PSC Officer, in cooperation with the Programme Officer, is responsible for these budgetary estimates.

People are always asking for cheap materials, but our experience indicates that a cheap medium, say posters, may not turn out to be so cheap when you work out how much time and money needs to be spent finding out if the intended audience understands your message. So the cheapest medium may not be the most cost effective. That is why careful planning and field evaluation of all materials are necessary.

The PSC Unit is equipped to handle limited production in the following specific media:

1. Slide sets and initial duplication (for pre-testing).
2. Tape commentaries for slide sets - synchronised or wild (spool or cassette).
3. 16 mm film - complete production.
4. Radio tapes - compiled from field materials.
5. Design layout and offset printing of small pamphlets.
6. Black and white photography - provision of a photographer for field missions.
7. Mass media prototype production.

D. TRAINING

1. Workshops. Workshops to encourage a systematic approach to communications programming have been found to be most effective when they are problem oriented. Secondly, they bring together (for information) both extension workers and professional communicators. Workshops for a specific country can be quite inexpensive compared with the international workshops which seem to have become very fashionable in the last few years. Future workshops will be organised on this basis and to be meaningful will be centred on specific programme areas.

2. In-Country Training. For specific technical and other skills there is no substitute for face-to-face training. It is an expensive method, too.

It is necessary and logical to hold the training in a situation in which the trainee will work later. In this way he will learn his skills without having to face new problems and circumstances when returning to his work site.

3. Study Tours have been found to be very successful when the projects visited were run in similar situations to those prevailing in home countries. And usually something can be found in neighbouring countries. This could be developed more if good field programmes are identified.

E. LIBRARY

1. Photo - We have a reasonably good library of black and white photos and slides on UNICEF projects throughout the continent of Africa. Please let us know your requirements.

2. Films - A wide selection of films related to UNICEF- assisted projects and areas of concern from all over the world are available on loan to most countries in the region. A catalogue is available on request.

3. General Reference - The PSC Unit keeps a fair number of the more recent text books on communications and communications equipment. We will be pleased to help you with any inquiry and we can probably obtain other books for you if these are not available in our library.

F. STANDARDIZATION OF EQUIPMENT

We are frequently requested by Supply Division to inspect supply lists for audio-visual equipment in order to provide exact specifications, suppliers' names and addresses, etc. We are happy to do this.

UNIPAC holds a stock of some of the less expensive standard AV equipment, but this is sometimes not suitable for a particular country or programme due to prevailing local situations such as climate, specific usage, servicing, spare parts, etc. In many instances, there are several alternative makes or models which may be more suitable for some specific needs and which can be adapted.

In all these circumstances the PSC Unit can offer advice from its experience to enable selection of equipment leading to a reasonable level of standardization throughout the country or region. In view of this it will be necessary to review tentative supply lists well in advance of submission to Headquarters.

G. GENERAL INFORMATION EXCHANGE

The PSC Unit has an extensive network of contacts in the field of communications, production, and research and we believe we can perform a valuable service by promoting information exchange from one organisation to another. This is probably best conducted by correspondence and if you have organisations in your country with queries on topics of communication, have them write to us - even if we do not have the answer, the chances are that we can put them in touch with someone who does. And if you know of any organisation that you think other people should know about, please send us the details on it.
