

TRAINING IN COMMUNICATIONS FOR COMMUNITY DEVELOPMENT WORKERS *

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A New Philosophy of Development of Communities

The second United Nations Development Decade like the first has its own catch phrases and approach for development. We now hear of efforts to reach the poorest of the poor, planning from below, involvement and participation. Gone are the days when we were assured of the viability of the "trickle down" approach and centralisation of services. Coombs has analysed the urban-rural imbalances and inequalities between the rich and the poor in access to opportunities which occurred during the last decade; He summarizes;

The conventional top-down, piecemeal approach of delivering "specialized" rural services one-by-one also proved to be seriously flawed.

- a) It resulted in costly bureaucratic competition and duplication of effort, and in major absorption of limited resources by heavy administrative superstructures, leaving far too little for use at the village level where it really counted.
- b) It resulted - from the vantage point of the rural families on the receiving end - in a bewildering fragmentation of disconnected ill-fitting and often contradictory "messages".
- c) It resulted in the benefits of government programmes such as agricultural extension and credit, health, and primary schooling --- accruing largely to the stronger and better off members of rural communities, by-passing the weaker and most needy members.

* A paper read at the Communications for Basic Services Sub-Regional Trainers Workshop in Mbabane March 1982.

- d) The inflexibility and excessive standardization of these highly centralized services ----- including the uniformity of the "messages" and advice they delivered - ignored important differences in conditions and priorities between different sub-groups within the same community.

- e) The authoritarian stance and father-knows-best tone of voice of these top-down delivery systems tended to foster a sense of dependence rather than self-reliance on the part of the villagers.

- (f) The costs per family served were so high under this top-down, single-purpose approach that the central government in any low income country would find it economically impossible in the foreseeable future to accommodate a sizeable majority of all rural families.

- (g) Agricultural extension, credit and input services, for example, have sometimes been of substantial help to larger and more progressive commercial farmers, but they have generally been of far less help to small subsistence farmers, many of whom have lost their land in the process.¹

The realization that the conventional delivery systems had serious shortcomings led to the demand for a more "integrated" and more "community based" approach to rural development because as it has often been argued over 80% of the population of most "developing" or 3rd World countries live in the rural areas. An urgent need has been recognised to take steps to stem the tide of migration to the urban areas with their beckoning bright lights and over abundance of economic opportunities away from the fatalism and hopelessness perpetuated by chronic illness, poverty, hunger, the vagaries of nature and vulnerability of economic and natural disasters.

¹ Coombs, Phillip H. (Ed) - Meeting Basic Needs of The Rural Poor: The Integrated Community Based Approach-New York Pergamon Press 1980 (p. 10).

Despite these problems it has now been realized that even the best intentioned intervention efforts by external do-gooders cannot achieve any measure of success or continue after the short duration of "pilot projects". They often do not take sensitive account of the attitudes, sociology, cultural traditions, policies and economics of the communities as they see their needs. The underlying assumption in most development and extension systems is that because villagers are illiterate, they are unintelligent and must be treated like children. Hence the the "messages devised by experts at higher echelons, often tend to talk down to the rural people, telling them what is good for them (without really explaining why) and urging them to abandon various traditional practices in favour of other ones the experts consider better. Coombs observes that these strategies do not convince rural populations because their cautiousness about accepting advice from outsiders is usually well founded, they have been burned too often before. They may listen politely to them but are unlikely to heed their advice - for example, to alter diet, or to adopt modern family planning methods or some agricultural innovation until and unless they are convinced in their own best interest to do so. They are far more likely to accept the advice of a respected neighbour whom they consider the local expert on a particular matter than to follow the advice of outside specialists. Thus, much of the impetus for change must come from within the community. The problem is how to spark this impetus and then how to get the community effectively organised for self-help, self-direction and broad-scale change".²

Rural development will thus require major structural changes, both economic and political, for so long as the rural porr are economically impotent and politically voiceless. They can hardly be expected to be self-assertive and self-reliant and help themselves towards a better life. The new strategy advocated here calls for an "integrated" instead of the fragmented sector by sector approach; dogmatic, expert, top-down planning system. Community development agents will:

² Coombs, P.H. - po. cit - p. 24

- (i) as "specialists" support local paraprofessionals and volunteers such as Traditional Birth Attendants, Primary Health Care workers and other volunteers.
- (ii) Encourage local contributions of money, labour and materials
- (iii) Advocate for the creation and strengthening of self-run local institutions and mechanisms, e.g. cooperatives, mothers clubs, farmers groups, youth and credit societies.
- (iv) Help in the creation of broader community - wide mechanisms for selecting priorities and for planning and implementing local development projects.
- (v) Agitate for the formation of local pressure groups to bring about structural changes and reforms, to achieve more equitable sharing of benefits and development; to demand better services from government agencies or to exercise a larger voice in the policy and programme decisions affecting their lives.

In attempting to take on this role success requires more than mere rhetoric. Various specialists and administrators must acquire a broader and more unified view of rural development of their role, how their own particular role fits into the larger whole.

It requires a realistic appreciation of the social-economic and political structure, institutions, attitudes and patterns of human relationships of each village, a knowledge of real and potential leaders, a wise sense of tactics, persistence and courage.

Experience has shown that:

"The most difficult task for outsiders approaching a rural community is to win the trust and acceptance by convincing all segments that the outsiders genuinely have the community's own interest at heart and are not there as exploiters; that they are willing and able to provide certain types of needed help over a sustained period, and that the community itself will have a major voice in deciding what activities will be undertaken and in carrying them out."³

³ Coombs P.H. - op. cit. p. 95

This approach also requires a genuine desire to help the community acquire coping techniques through:-

- (a) Making positive use of traditional local values and forms of cooperation, and building wherever possible on existing institutions of various kinds.
- (b) Starting off with one or more activities that are addressed to locally expressed priority needs, that can show relatively quick visible results in order to win support of the "powers that be" or at least to forestall immediate opposition.
- (c) Working with different sub-groups having similar needs and interests, rather than directing all projects at the community as a whole, so as to encourage freer participation in small peer group settings and to adapt the activities to the special circumstances of each group.
- (d) Initiating as soon as feasible viable income-generating projects tailored to the needs of particularly disadvantaged sub-groups and helping them develop the required institutional base for effective self-management.
- (e) Using educational processes to increase people's awareness of their inherent capacity to effect change and improvement in their own condition, even starting from bare subsistence levels.
- (f) Finding ways to mobilize and upgrade existing special talents in the community ---- such as local religious leaders, teachers, Traditional Birth Attendants and other health practitioners, organisational leaders, progressive farmers and so fourth.
- (g) Seeking ways to broaden the leadership base of the community by developing leaders for new types of organized activities and especially by encouraging the development of youth leaders and women leaders and organizations for rendering constructive services to the community.
- (h) Encouraging traditional cultural and recreational activities - such as festivals, fairs, exhibitions and contests - that subordinate class distinctions and invite community - wide participation.

- (i) Setting good personal examples by involving able and respected urban participants in the programme, but under village austerity conditions, to demonstrate the value attached to serving the cause of the rural poor.
- (j) Developing local competencies to plan and manage projects on a village-wide or multi-village basis.⁴

The Need For a New Approach To Communication Training of Development Workers;

The present system of training is riddled with over-reliance on overseas courses for training of trainers and importation of expensive foreign consultants. The development concepts advocated, the course content and training approaches and the techniques are borrowed from or copied from metropolitan institutions. Even the materials and texts are developed and printed overseas. Most of them are irrelevant and unsuitable in the contexts of our countries yet because no steps are taken to develop indigenous approaches, content and materials they are the only resources for the time being.

Individual countries have found it difficult to secure adequate resources to develop, pilot and disseminate situation - based and culturally relevant training methods, content and materials. Through the development of regional projects, sharing of resources and experiences it is possible to stretch the finances available especially by training indigenous trainers and consultants who can be used throughout the continent. Materials developed together in joint seminars of experts such as case studies, bibliographies, course syllabi, media and learning aids as well as handbooks and texts could be used in the regional training institutions. The painful steps to cut the umbilical chord which binds us to the west must be taken to stop the endless cycle of dependence.

⁴ Coombs, P.H. op. cit. - p.27

The Present Community Development Extension Service

Development of communities is the major business of government organization in most countries judging from the number of organisations, institutions and agencies set up to cope with it. In many countries the ministries of Agriculture, Community Development, Water, Youth Affairs, Women, Health, Information and Broadcasting, Housing, Finance, Planning, Social Services, Industry, Commerce, Education or others under related names are charged with development activities especially credit, non-formal education, communication and project planning and management. In addition to government ministries, Commissions, Bureaux and Corporations there are non-government Organisations sponsored by the United Nations, donor governments, foundations and international or national agencies such as the Red Cross, Young Womens and Mens Associations, Religious, Family Planning Associations, Workers Unions, Womens and Professional Associations.

All these bodies have their corps of community workers extending their philosophies and helping their client groups improve their lives. These extension agents could be grouped roughly under three main categories according to their level of operations.

- (a) Resident Village Workers - often volunteers; they serve as the main link between their neighbours and the agencies in the vertical delivery systems.
- (b) Para-professionals - Full time employees based within close range of a set of villages; they function as the main supervisors and supporters of village workers and as their liaison with administrators.
- (c) Professionals and administrators - they stimulate, guide and support front-line workers; facilitate rather than direct their function.

Behind these three groups are the policy makers or the head-offices of the capitals who decide on policy, plans and allocate resources as well as direct operations through remote control. It is often difficult to orchestrate these layers of workers, Fordham lists some of the problems that arise such as:

- (a) The number and high cost of staff and vehicles needed to contact scattered rural populations.
- (b) The low status and motivation and isolation of many front line workers, and their low credibility, where, as often they are younger and less experienced than many of their clients.
- (c) The education and culture gap between educated government extension staff and adult illiterates, often accentuated by the status consciousness of the government staff.
- (d) The proneness of extension staff to help the richer, more accessible of their 'clients' and ignore the poorest or less accessible.
- (e) The complexity of rural development, and of the research and information needed to support it, and the consequent difficulty of formulating, 'development messages' that are appropriate to particular groups of rural people; especially the poorest.
- (f) The transient nature of the spoken word and the information loss and distortion that generally results when information is transmitted by spoken language."⁵

Nature of the Present Extension System:

Taking the case of Kenya, the following features are apparent in in relation to the undermentioned respects,⁶

⁵Fordham, Paul (Ed) Participation, Learning and Change
- London, Commonwealth secretariat,
1980 - p. 57

⁶ Nturibi, Daudi N - The Current Status of Extension Services
with Special Reference to Kenya: Institute
of Adult Studies - University of Nairobi
(Unpublished) 1981

Strategies

- (a) Planning and administration of development is heavily centralized. Although attempts have been made to give some measure of autonomy to District and Provincial Development Committees to plan and decide on priorities there is always the veto from "Big Brother" at the headquarters of relevant ministries. Projects are financed from the central votes; this makes the communities dependent; they have to wait for Central Government to solve their problems especially in resource supplies and finances.
- (b) The flow of ideas for development planning is still top-down which stifles initiative. The major exception to this rule is the encouragement of self-help projects or "Harambee" in water, school building and health/agricultural structures. Although even in this case once structures are built communities expect Central Government to take over recurrent expenses.
- (c) Use of coercion, force and by-laws to enforce action. This creates a core of "uninformed" powerful civil servants (e.g. chiefs, District Commissioners and District Officers) who are dreaded as policemen by the people. Everyone suspects there is always trouble whenever they are seen approaching: - their juniors also take on airs or authority.
- (d) Evaluation of success of projects is done by outsiders and the results are never shared with the community.
- (e) Monitoring of projects is done from headquarters.

Organisation and Administration

- (a) Fragmented into sector efforts resulting in conflicts, suspicion, contradictory messages and confusion. Community members' time is wasted by agents coming one after another to talk on different subjects. Poor orchestration. Education needs are seen as agriculture, MCH, Health, Family Planning subjects and never in a holistic manner.
- (b) Little operational support from Headquarters, too many circulars on rules and procedures which reduce self-starting habits.

- (c) Rigid supervision, though disorganised and infrequent - often oriented towards fault-finding.
- (d) Frequent transfers of staff
- (e) Reliance on central stores to provide resources.
- (f) Transportation, man-power and funds often not available.
- (g) Agents unwilling or unable to invent; adapt or struggle to make do with what is available. They complain and wait.
- (h) A lot of time spent on reaching the easily accessible "roadside" communities, often the rich, educated and "the progressive" who are ready acceptors of new ideas.

Approaches, Methods and Techniques

- (a) Agents are demotivated by being placed at the bottom of the civil service ladder; they see little chance of promotion. Posting to the rural areas is seen as demotion or punishment for misdeeds or often treading on a superior's toes.
- (b) Agents look down on community members as "unschooled" therefore ignorant, unprogressive and superstitious. This causes resentment.
- (c) Government officers see their role as introduction of innovations and modernization. They alienate communities who resist new ways of doing what they have always done through the ages in their traditional ways.
- (d) Agents impose ready hatched solutions from headquarters or external experts.
- (e) Single ministry or agency messages - confuse clients.
- (f) Efforts to build communities to act in unison still inadequate. Extension done on an individual or home to home basis.
- (g) Assumptions by the local administration and government officials that they know communities views, needs and priorities are often wrong.

Training, Orientation and Skill Acquisition

- (a) Subjects are taught as discrete disciplines; Cross reference and unity of knowledge not attempted as often as required. Overrating and misplaced importance of one's area of competence to the exclusion of all others produces - "blinkered vision."
- (b) Approaches to problem solving are rather directive and prescriptive. The answers to difficulties are given by officials and agents and not arrived at through consultation with communities. Agents are encouraged to feel they have all the answers to all the communities' problems.
- (c) Stereotype generalizations of communities and their situations adopted, encouraging stock answers and solutions.
- (d) A lot of learning is classroom based; over-reliance on the lecture method encouraging passive memorization of facts.
- (e) Unquestioning acceptance of foreign theories and models parading as scholarship and authority because they have been culled from writing of academic "giants"; learning becomes theoretical "much talk - little action."
- (f) Agents go to communities as experts, the know-it-all saviours and problem solvers.

The Extension Worker

We have already seen that the organisation and administration of extension or community development system leaves much to be desired. In his paper on "Extension Workers as Educators", Macharia elucidates on their preparation and training. He claims:

- (a) "It can be stated at the outset that the officer will have a fairly low level of formal academic education. In Kenya, persons who have finished high school are coming forward simply because better-paying jobs are hard to come by. The lack of adequate formal education becomes a barrier, to self-education during adult-hood since self-directed learning has not been instilled in the person concerned"----- Rural libraries with up-to-date materials in various subjects hardly exist.

- (b) Despite the availability of specialized training schools, the extension officer at grass-roots seems to have limited technical know-how in the subjects he is expected to extend to the rural families. In fact, it is known that some rural families have more technical knowledge than the extension officer, thus causing him at times quite a bit of embarrassment. This is particularly true with "progressive" families because they have attended various courses, in agriculture, nutrition, material and child health/family planning, etc."
- (c) Examples are plentiful of families who refuse to turn up for meetings summoned by extension officers, especially when the families have heard the same story time and again.
- (d) The extension officer has little or no training in the skills and techniques of passing to the rural families what little technical information he may have. This lack of skills in communication, human relations, leadership and general teaching methods alienates the officer concerned and may easily turn the families against him.
- (e) Being civil servants, extension officers are normally recruited and trained centrally ----- he may be posted away from his home, his first disadvantage is that he is a stranger. If on the other hand he is posted at home, the biblical story of a prophet not being known in his own home may easily apply --- the extension officers' first duty must be to cultivate support with the community. It is only after this that he can hope to start 'educating' that community.
- (f) In most developing countries extension officers will mainly be civil servants. So apart from their technical role, they will also have an added political role as "the eyes of government". Which antagonizes the population and breeds distrust."⁷

⁷ Macharia, David - "The Extension Workers as Educators" - in Fortham P. - Learning Participation and Development - London Commonwealth Secretariat - 1980.

Improvement of the Community Extension System

From the foregoing comments it is obvious that there is need for a new philosophy and approach to community development. This approach calls for selection, orientation and training of agents who respect and dialogue with community members. In attempting to bring about this desired transformation the following points advocated by Paulo Freire and others must be borne in mind. There must be:

- (a) Better management of extension services, especially in staff relations, recruitment procedures, remuneration and working conditions, transport, technical support and general maintenance of morale.
- (b) Training of field staff to communicate with rural people, especially to consult, listen to and respect them and give due attention to the disadvantaged and the illiterate.
- (c) Training of senior staff to seek, accept and act upon feedback from field staff and rural people.
- (d) Ensuring that field staff have sufficient technical knowledge to provide useful information to farmers and respond to their questions.
- (e) Improved communication between research staff, specialists, advisers and field staff.
- (f) Field testing of innovations in various environments, so that what is proposed to rural people is appropriate and acceptable.
- (g) Media support for field staff with training manuals, handbooks and useful audio-visual aids.
- (h) Participatory action research to discover the needs, interests, knowledge, attitudes and practices of the rural population and to evaluate the effectiveness of communication with them.
- (i) Consultation, action research and feedback to enable rural people to determine the content of communication - to express their views on what they wish to know and learn.
- (j) Encouragement of feedback from the rural population, involving rural people as teachers as well as learners.

- (k) Giving selected or elected members from the rural population the status of leading farmers, animateurs, field assistants or demonstrators with or without remuneration.
- (l) Setting up of permanent structures, for two-way communication, such as associations, clubs, learning groups etc.

The ultimate efficiency and effectiveness of any community - based system depends heavily on the functions and responsibility entrusted to these grassroots workers and how well they carry them out. It is essential that they be given strong, continuous support and supervision from the outside in order to attain their competence, morale, credibility and effectiveness in the community. Care must be taken not to impose too many different functions and responsibilities on individual local workers, lest they end up doing none of them adequately. It is generally helpful if the local community plays a significant role in selecting them. Village workers should desirably possess the right values and motivations, a strong sense of community service, good intelligence, and the ability to take initiatives, accept responsibility and follow instructions.

Essential Qualities of a Community Worker

Through proper selection, orientation and training as well as follow-up supervision and counselling it is possible to encourage agents to develop the following required qualities: They should be:-

- (a) Observant - able to do a community survey, pick cues of difficulties, problems and needs; observe processes, interaction, leadership and organization, and understand their perceptual biases.
- (b) Analytical - able to process information to reach conclusions, deduce from facts, suspend judgement, biases and emotions. Systematic in approaching issues and making decisions.
- (c) Patient and persevering - Not easily discouraged, allow time for community members to change: not in a hurry to achieve quick results.
- (d) Resourceful - seek available skills, materials, improvise on what is available, develop problem solving skills.

- (e) Approachable - outward looking, friendly, open and warm hearted, communicates easily (breaks down barriers), not restrained, conversation starter.
- (f) Self-motivated - inner directed, do not require prodding or pushing, initiate activities without prompting, have self-starting habits.
- (g) Humble - do not display excessive learning, willing to learn from others, ready to admit mistakes, and own faults.
- (h) A good listener - respect other people's views.
- (i) Organised - able to plan personal time schedule, anticipate difficulties and project into the future.
- (j) Cooperative - able to work with other people and involve himself in activities.
- (k) Communicative - able to train, counsel, and pass on ideas clearly.

The Roles, Training and and Orientation of Community Development Workers.

The table which follows details the suggested roles, day to day tasks, the orientation, training and expected competencies of community extension agents.

THE ROLE, ORIENTATION AND TRAINING OF COMMUNITY DEVELOPMENT WORKERS FOR PARTICIPATORY DEVELOPMENT

Role, Expectation and Tasks

1. Community Survey and analysis: Definition and articulation of needs; seeking opinions, feeling, collecting information on community activities, Data gathering and storage.
2. Acting as a link between government hierarchy, agencies and communities; interpreting policies, directives; passing community wishes, expectations, hopes. Explaining and selling parent agency objectives and plans. Mediating to harmonize plans and objectives or reduce misunderstanding. Representation, relating agencies plans to communities expectations, solicitation and advocacy for programmes; influencing policy development.

Orientation, Training and Skill

Competencies Required

1. Able to do systematic of Community survey on organisation, leadership, social attitudes and values. Do a need assessment, assess priorities problems understanding of social cultural real Understanding of ideologists, policies and plan Development of salesmanship and persuasion techniques; study of organizations; policy formulation, analysis and communication understanding of government or agency processes, rules and problems.
2. Understanding of the theories, strengths and weaknesses of various types and approaches to community communication; assessing, testing the models of communication; evaluating effectiveness of communication campaigns. Exchange of views Development and use of media and materials.

3. Communities :
individual contacts, clarifying messages, developing messages, and materials, writing and disseminating reports, publicising events, communicating with individuals, families, agencies and organisations; answering questions; interpreting plans.

4. Giving technical advice and support consultant on project development and implementation. Dissemination of scientific processes and techniques. Introduction of innovation effectively in appropriate technology.
Simplification of technical data and information;
Recommendations or referral to sources of information and help.
 5. Facilitation in planning and implementation of projects.
Establishing priorities; examination of alternatives and consequences; planning projects, budgets and schedules; assigning responsibilities and accountability.
Facilitation of decision - making, consensus building; locating sources of financial, material and human resources.
 6. Monitoring, evaluation and feedback planning and executing evaluation plans. Report writing; reporting progress; Diagnosis of problems; Suggesting remedial actions; Evaluating personal performance; personal appraisal; Record keeping and retrieval.
 7. Intervention in crisis situations. Casework follow-up, intervention in conflicts and misunderstanding. Guidance and Counselling of individuals; building harmony in working relations.
- Development of specialist competence in area operation. Keeping abreast of innovations and new developments in knowledge and techniques
Seeking advice or a general knowledge of area related to own specialization.
Compiling an inventory of organizations and agencies likely to offer help.
- Knowledge of planning and management process; Theories and practices of project development and administration and supervision; Acquaintance with techniques for participatory planning and community organisation.
- Working with community members in assessing effectiveness of processes and plans, perform as well as the impact of projects. Report writing skills; Feedback techniques.
- Acquaintance with and development of skills in Human Relations and Counselling skills through experiences; conflict resolution in crisis. Cultural techniques and processes in conflict resolutions and interpersonal intervention.

8. Animation, Motivation and encouragement of members to participate; Motivation and morale building; inviting participation and contributions; persuading the uncommitted and convincing the sceptical; Encouraging self-reliance and autonomy of groups; Confirmation, building group confidence through citing successes; Reinforcement of actions, mobilizing members to provide their resources; Building group cohesion.
9. coordination of activities, encouraging cooperation of agencies and groups. Working with groups and individuals; attending meetings; sharing information.
10. Training colleagues and community animators. Identification of potential and accepted leaders. Planning and implementing training, Evaluating and following up plans.
- Understanding of motivation theories and procedures
Leadership techniques, developing indigenous leadership.
- Learning of group building and inter-gration techniques, Organization of psychology skills.
- Selection, identification and development of appropriate methods, materials and learning aids
Testing effectiveness of methods and media; adapting and modification of what is available.

Conclusion - Implementing The Plans for Training

The most important step in overhauling training programmes will be the influencing of policy and decision makers so that they are convinced and vote enough financial resources to carry out all the required pre-services and inservices as well as follow-up activities. This can be achieved through discussions and media advocacy. When this hurdle has been cleared, then it will be time to influence the trainers field supervisors and heads of training, media and materials development centres. Seminars, courses and production workshops for sensitising of this group will produce usable prototype packages of curricular and training guides and handbooks. They will also get time to deliberate on approaches and test or experience use of innovative techniques.

Any indigenously developed literature should be disseminated as widely as possible to reach practitioners in as many countries as possible. The samples of core training materials might require adaptations to suit each country's needs or fit linguistic requirements; but all the same the samples will provide guidelines on how to proceed.

At the extension agents level the most important strategy is the demonstration and involvement of learners through practical or experience-based techniques. The learners thus learn as they do in the hope that we would thus prove the truth of McLuhan's philosophy that the medium is the message. After pre-service training the agents will need to be supervised carefully through follow-up to their work stations to maintain constant counselling.

The agents on their part need to work with, orientate and help as well as seek the help of community animators to survey needs, plan and implement projects and motivate community members to participate in their own development.

COMMUNICATION CONCEPTS (D. N. NTURIBI)

1. Process:

a) Flow and direction of message delivery (Top-down; bottom-up; unidirectional, 2 way)

b) The basic elements in the process.

- (i) Source - origination
- (ii) Message - intended communication
- (iii) Channel - medium
- (iv) Receiver - sometimes conceptualized as the instrument or the person.
- (v) Destination- final human intended or unintended receiver
- (vi) Encoding - formulating, shaping or codifying a message
- (vii) Decoding- interpreting and giving meaning to the message by the receiver
- (viii) Feedback - reaction and reformulation of a new message by the receiver.
- (ix) Noise - extraneous atmospheric and situational interferences which distort the message.

c) Models of communication process.

Berlo, Shannon and Weaver, Osgood, Lassell, Wessely-Maclean.

2. Mode, Media and Methods

Dale's Cone of Experience

Passive

Abstract Level

Verbal
Visual
Audio-Visual
Simulated Experience
Actual Experience

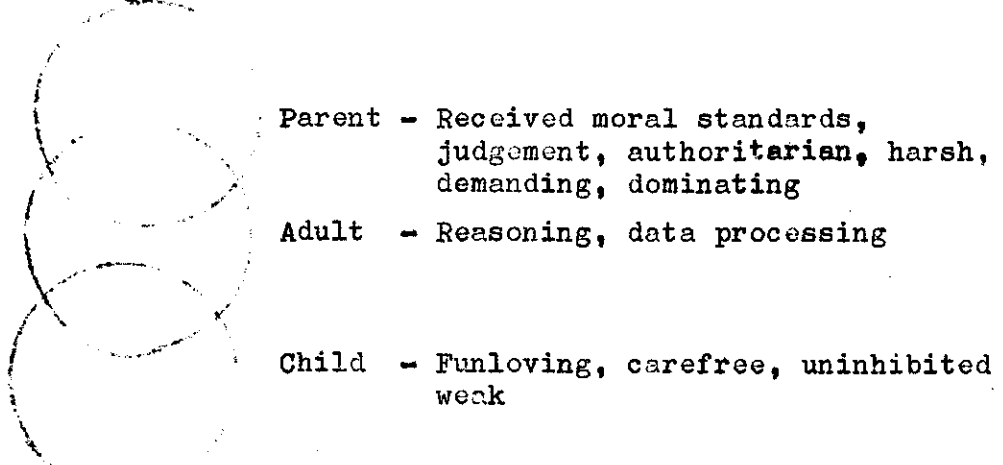
Active

Concrete Level

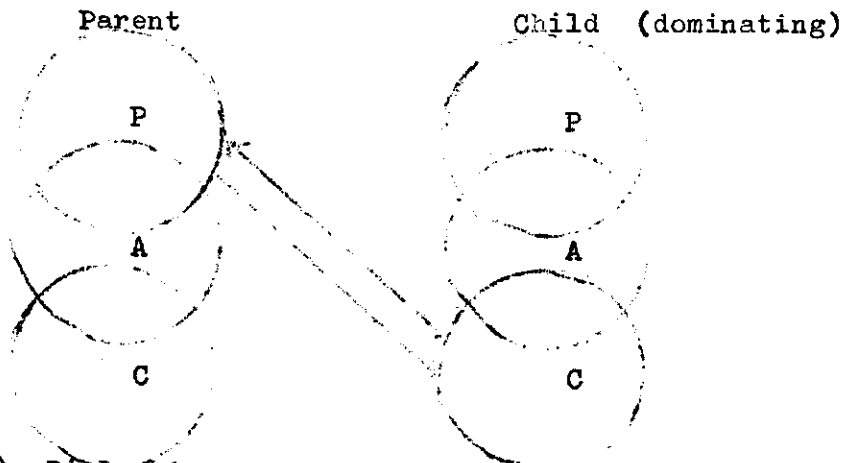
3. Style and Nature of Communication

Theory of Transactional Analysis expounded by Eric Berne in Games People Play, Sex in Human Loving; Thomas Harris in I'm Ok, You're Ok; Jongeward in Born to Win.

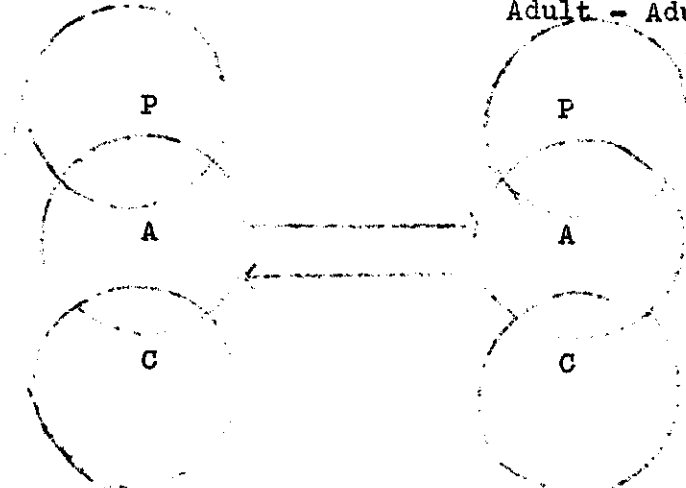
a) The three ego states of an individual



b) Authoritarian



b) Dialoguing - Participative negotiation
Adult - Adult



c) Comradely, fellow feeling (Child - Child)



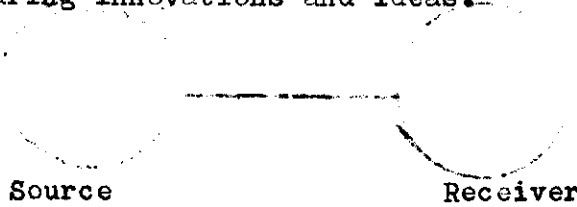
4. Adoption Process:

Researched by Evert Rogers;
The Three Stages of adoption

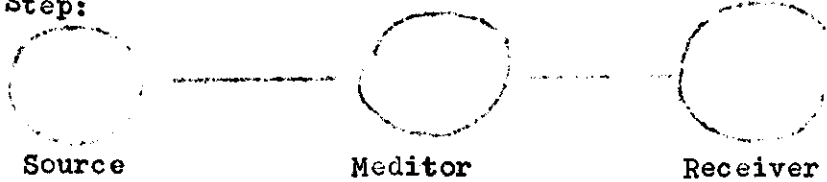
- a) 3 A's Awareness - conscienticition, informing, raising interest and understanding: Perception
- Acceptance - Affecting values, beliefs, credibility, convincing
- Action - Trial, evaluation, adoption or rejection, change.

b) Linkages in sharing innovations and ideas.

i) One Step:



ii) Twwho Step:



iii) Multi-Step:



5. Interaction and Dynamics

	Person	Group	Organization	Community	Nation
Intra:- (What is happening within)					
Inter:- (What is happening between _____)					

6. Perception:

The manner in which the message is received and decoded; problems, constraints to message reception and interpretation, concept formation.

a) Factors which affect perception - personal predispositions, experience, attitudes, values and biases, physical conditions, physiological conditions, literacy esp. picture literacy.

b) Contextual Effects:

Situational conditions, economics, geography,

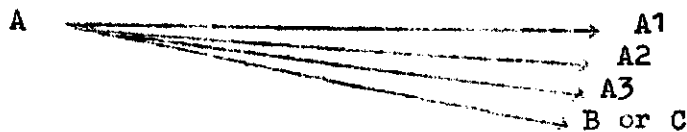
Social/Cultural, political beliefs, values.

7. Effects and Impacts:

Break downs: Differences: messages received:

Original Message

Received Message



Resistance to change or failure to adopt
Distortion due to misinterpretation or interference.



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Fd3: Doc Type - Format

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Priority

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Notes

Two papers presented at the Mbabane workshop by Daudi N. Nturibi, Institute of Adult Studies, University of Nairobi "A New Philosophy of Development of Communities" and "Communication Concepts". The paper summarizes the flaws of conventional "top-down" piecemeal approach to delivering rural services, and the search for a more integrated and more community based strategy. Rural development will require major structural changes, both economic and political; it requires a realistic appreciation of socio-economic and political structures, institutions, attitudes and patterns of human relationships of each village "The most difficult task is to gain the trust and acceptance [of recipients of aid]". The includes a schedule outlining the role, orientation and training of community development workers for participatory development
Also a shorter paper on "Communication Concepts" outlining and discussing different models from contemporary literature.

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SARAJA DOUGLAS

Saraj Douglas

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