



# UNICEF

## UNITED NATIONS CHILDREN'S FUND FONDS DES NATIONS UNIES POUR L'ENFANCE

### INTEROFFICE MEMORANDUM

TO: Mr. Martin Beyer  
Advisor, Drinking Water Programmes

DATE: 14/4/78

FROM: Mr. Björn Berndtson  
Chief, PSC

FILE NO.: BB/78/116

SUBJECT: A Communications and PSC Programme Proposal Relative to  
Special Contribution for Water-Related Projects

...  
In response to your memo 115/78, please find attached a preliminary draft: "An Expanded Water and Sanitation Project: Communications Aspects."

The proposal assumes that a programme relative to water and sanitation exists in all of the countries to be selected.

The manager of an expanded communications effort is expected to tailor his project to fit the existing needs, and adapt it to the local resources. The proposal outlines and recommends certain activities, but the final communications input can only be drawn up in the country earmarked for the special contribution and by experts who have the necessary communications information.

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## Communications Aspects to an Expanded Water and Sanitation Programme

### 1. Introduction

For planning an expansion of a country's communications effort in its water and sanitation programme certain communications related information has to be obtained.

The reliability of such information depends on several considerations: 1) technical, 2) human and managerial, 3) economic and the access to communications organizations and networks. For example:

The expansion of communications efforts may relate to technical matters and equipment breakdown and production facilities do have technical troubles.

Since one has to guard against over-optimistic assumptions about the quality of management and the skill of the work force, four aspects have to be considered. First, the period of training, building and material production is underestimated. Secondly, if expatriate consultants have been utilised during the first phase, the period between taking over is longer than expected before thorough experience has been gained by the group taking over. Thirdly, with the departure of the consultants, links with foreign material and supply sources dry up and maintenance and service efforts are neglected. Fourthly, the work force is often badly paid, trained, supervised and supported. The constant personnel turnover is not anticipated.

The difficulty to provide an accurate social cost-benefit analysis is obvious, but it is equally obvious that if only 10% of installed pumps in an area work because the people are lacking information relative to their proper use and motivation to keep them working, then the plan lacks this element. One can estimate the price of lost manpower but not so easily the death of children due to waterborne diseases. The cost of effective communications is high; it will involve paying for well trained face-to-face communicators, abundant support of communications and saturating mass communications. It will also involve cost for preparing the society for community participation through leadership information and training. Such cost is always grossly underestimated.

During the planning phase consideration should be given to alternative communications strategies since the long-range impact of communications channels is dependent upon the training of personnel and on monitoring.

The communications networks and the communications organization's capacity and capability must be carefully evaluated; first to determine how to expand their reach and frequency for long-term efforts, and then how to expand their resources for campaign purposes to serve as an intensification of a water and sanitation special project.

Training institutions which are called upon to collaborate might need support. Knowledge of their capacity and capability has to be known.

## 2. The Planning Phase; Expansion Considerations

The water and sanitation efforts are pursued by several government organisations. It is desirable that the communications aspect of the expansion also be planned by a government planning division. It might be desirable to have a media policy maker attached to the division to: 1) gather the necessary information and 2) to participate in the planning process and later to 3) support the implementation.

It is of considerable importance to have access also to a person who is thoroughly familiar with prominent development theories, his country's economic and social needs and ways to respond to those needs. He can a) specify a development policy which includes the different sectorial goals in question. b) As a development policy planner, being familiar with the contributing media and other channels of communications, he can articulate these requirements and include them in the plan of operation. This may entail the utilisation of communications evaluation specialists.

The earlier mentioned media policy maker would have the ability to integrate mass media in the plan. He would work with officials in each sector to help them use media effectively and to formulate a sectorial media policy in regard to water and sanitation projects.

He would articulate and promote the value of communications applications in reaching sectorial goals and to assist sectorial leaders to choose among alternative media. He would also explain communication theory in operational terms and the resources needed. He could design the management system for media projects and assist in hiring and supervising implementational staff. He could arrange for training of staff, purchasing of equipment and proposing budgets. He would be the person who translates theory into a plan that when implemented would reach the target audience.

### 3.1 Implementation; Expansion Considerations Relative to Communications Personnel

Each collaborating sector has an information, education or communications staff led by a media project manager. Can UNICEF provide support in this area?

There is a need to coordinate the work of the creative, technical and field staffs. The media project managers assure the best possible utilisation of staff and provide guidance and modification plans. They are responsible for the proper functioning of their communications units and field communications personnel. They are the "executive producers" responsible for production schedules and resource utilisation.

### 3.2 The Communications Unit's Message Design Supervisor

Large communications units need specially trained writers who understand how to carry the development planner's message to the audiences, both in terms of its design and its delivery. He is familiar with informational, educational and persuasive types of messages. He makes these kinds of messages meaningful to the audience and at the same time keeps the interest of the development planner in mind.

He has a certain knowledge of the theories of development and communications, experience with educational aspects, audience participation strategies, group dynamics, programme production and research.

### 3.3 Research Aspects

Implementing communications personnel would work very much in the dark without bench-mark studies Mini-KAP studies, pre-tests, monitoring of responses and evaluation. For use by the planners, research personnel would also provide assessment research, inventories and feasibility studies.

Obviously, a research unit with this objective is of multisectorial concern. For a water and sanitation expansion, consultants obtaining planning and operational data would be a priority.

### 3.4 Media Specialist in the Communications Unit

Returning to the communications unit, the manager and his message supervisor have a certain number of media specialists working in the unit. Copy writers translate these ideas into finished messages. One group develops them into printed matters, another into broadcasting formats. Photographers, artists and technicians are needed as part of the production process.

All would work each in their special field, to create, but ideally to experiment and demonstrate various treatments in the use of media to make the message more understandable and penetrating.

### 3.5 Field Activities and Field Supervisors

Most nations have an administrative system built on a federal and/or a state government with central executive powers operating through regional and district services with extension workers as the final link with rural communities.

As a result administratively and operationally the field workers are 3-4 levels removed from the central executing agency with an elaborate bureaucratic system in between.

Field supervisors, even in the area of communications, are desperately needed to expedite the planner's intention and guide resources and funds through the system down to the community level.

The field supervisor's role is to see to it that the messages reach the intended audience at predetermined intervals. His work is with teachers, extension workers and village leaders. He is also a helper for the research people and maintenance people. He is a facilitator of the end part of the communications system making it a two-way system.

### 3.6 Summary

This resume does suggest areas where an extended input would effectively contribute to the quality and quantity of messages .

Certain key personnel could be brought in on a consultancy basis, certain equipment could be provided as well as additional supplies. Funds to purchase additional media time could be considered and considerably more logistic support could be given-- particularly to permit travelling by extension workers.

### 4. Recommendation

UNICEF recommends that an expansion of the communications aspect of water and sanitation programme commence with promotional efforts including a seminar followed by a review sponsored by the planning division in which concerned officials take part.

Invited to this review meeting could be a high-level communications policy specialist, national or international.

The objective of this meeting is to specify the information which would be necessary to develop a supportive long-range and campaign communications plan. UNICEF would be prepared to select and pay the cost for a consultant or consultants to actively participate in this first preparatory and second planning phase. It is expected that such support can take the form of:

- Consultancies
- Equipment and supplies
- Transport
- Operative cost
- Support relative to training of personnel

UNICEF suggests that the following key persons are of particular value to expanded communications implementation efforts:

- 1) The media policy planner, to secure integration of efforts; this is a short-term assignment
- 2) Message design supervisor, to secure message validity and continuity; this could be a medium-term assignment in support of medium-term personnel

- 3) The field supervisor, to facilitate and secure the vertical and horizontal linkages to optimize face-to-face communications, group activities and to guide participation efforts and secure consequent agreement between participating groups; this is a permanent job for the duration of the expanded project.

UNICEF suggests that special attention should be given to the operational phase which effectively prepares the ground for community participation in all the communities selected for intensive work by extension workers.

## Appendix I

### An Expanded Water and Sanitation Project; Policies and Objectives

#### Introduction

1.1 The overall objective we are addressing ourselves to is to assist in bringing about actions and behavioural change relative to the prevention of waterborne diseases.\* We would like to see that individuals and groups arrange to have an adequate, clean and handy water source in their immediate living area; we would like to see them refrain from polluting this water and dispose of used dirty water in a safe manner.

2.1 Our operational main tasks or objectives are thus three:

- 1) Finding a useable source of water, eventually cleaning it and making it available in living areas
- 2) Keeping this source of water on an acceptable safe standard, protecting it from pollution; filtering or cleaning it
- 3) Disposing of used water in a safe manner

Note: Inherent in all these tasks are communications aspects relative to information, educational communications and persuasive messages.

3.1 Hence, our policy is:

- 1) To support the finding of water and making this water available
- 2) Assist in keeping the water on an acceptable standard
- 3) Assist in disposing of the water safely
- 4) Assist in informing, educating and persuading people to arrange for a better, safe water supply or to maintain or improve what they have.

\*The wellbeing of a population has a direct and indirect relationship with disposal of excreta. The direct effect is traced to cholera, typhoid, dysenteries, hookworm, ascariasis, bilharziasis, etc. Indirect relationship is traced to other components of environmental sanitation; goodhygenic conditions promote a state of wellbeing and have various economic benefits.

Reference: WHO Monograph 1958, Excreta Disposal for Rural Areas

4.1 To pursue these policies UNICEF will:

- 1) Provide assistance for planning the project including the communications aspects, e.g.:
  - a) Administrative and coordinative cooperation on all levels
  - b) Communications support during the period of planning, operation and evaluation
  - c) Achieve community participation even in the local planning of projects
- 2) Provide funds which are used for operational purposes, e.g.:
  - a) Consultants and coordinators
  - b) Hardware
  - c) Logistic support
  - d) Temporary salaries for technical personnel
  - e) Training of local, technical personnel
  - f) Research, studies, monitoring and evaluation
  - g) Information, education and persuasion aspects



## Appendix II

### Some Communications Planning Aspects

5.1 The communications policy mentioned under Paragraphs 3.1/4, 4.1/g and 4.2/c is pursued by UNICEF Representatives who can select the necessary input to bring about effective communications assistance. To help in this process, he has access to:

- 1) His own staff, international and national
- 2) Selected consultants, international and national
- 3) Regional information and communications staff
- 4) Headquarters' information and communications staff

6.1 A communications planning consultant is expected to participate in the planning work using and supplying information in the following areas:

- 1) Audience data of relevance (see checklist)
- 2) Geographical data
- 3) Infrastructure and networks in the district
- 4) Services available, private and public
- 5) Communications resources available, manpower technology
- 6) Time elements
- 7) Budget, logistic and administrative assistance
- 8) Tasks process phased out related to
- 9) Detailed communications objectives

Of special relevance to communications planning and later implementation are the following kinds of information:

- 1) An evaluation of how tradition-bound the community(s) is. The cost of communications input and the time it takes to inform, educate and/or persuade is quite different from the same efforts made in a transitional community. This is stressed because in traditional societies, we

find that resources needed to introduce and sustain a new practice are quite high even if the new technology involved is quite simple. Consequently, the elements of time and finance in the strategy have to be adopted accordingly.

- 2) Central, state and regional communications support and linkages
- 3) Absence or existence of administrative support to communications personnel
  - a) Extent of decentralization at district level
  - b) Existing integration with other technical services on district level
  - c) Delegation of authority at the district level
- 4) Absence or existence of community councils, committees or other groups through whom organised work can take place
- 5) Listing of operational services connected with the project on all levels of the government service system
- 6) An up-to-date inventory of communications resources and associated personnel who could be involved in the communications work is obviously needed; health educator, extension worker, teachers, journalists
- 7) A list of competent candidates for employment as communications project coordinators for promotional training, production of audio-visual aids, coordinative meetings, etc.

## Appendix III

### Promotional Aspects

#### Incorporation of Communications Element In The Development of a Phased Plan of Operation of an R.S.P.

##### 1.1 The Promotional Phase (16 months before start of a project)

The development of a Rural Sanitation Programme must first be adequately promoted amongst decision makers in the government. This can be achieved by providing means for a seminar for which a number of promotional materials can be gathered or produced. For example, pertinent WHO and UNICEF monographs, documents or selected parts of documents can be sent in advance to seminar participants to ensure an active participation.

Statistical material and other basic documents could be handed over to selected participants with a request to prepare contributive papers. Audio-visual material could be collected to reinforce the various objectives of the seminar itself.

The objective of this promotional phase is to bring about or at least prepare the groundwork for collaboration between the government leaders concerned. Hence the sponsor(s) of the seminar has a duty to arrange for follow-up meetings and set the scene for coordinative communications.

## Appendix IV

### Coordinative Communications

#### The Phase of Coordinative Communications (12 months before start of the project)

Follow-up of promotional activities can take several forms but the sponsor's objective is to bring concerned leaders together for an "operational dialogue." At this point additional updated, reliable and valid documentation might be introduced. The outcome of a successful dialogue is a firm agreement as to future involvement, assuming or sharing of responsibilities and future collaboration.

The sponsor's next duty is to get participants to work out a carefully phased plan of operation. Obviously, there is a need to incorporate into such a plan all the necessary information, education and persuasion aspects.

#### Time Factors

This phase, the preparation of project proposal, followed by a preliminary approval and a detailed project submission to obtain approval for funding, is expected to take more than 6 months.

It will take another 6 months to have a project manager recruited, trained and provided with staff. Some of the staff will be concerned with PSC's day-to-day work.

## Appendix V

### The Implementation Phase, PSC Aspects

#### A Brief Overview of Communications Tasks and Channels

For operational purposes, supportive communications can be separated into 3 main areas:

- 1) Brief information (when, where, why, how to)
- 2) Educational sequences (how to do it, we know how to do it)
- 3) Persuasive reinforcement (let's cooperate and start after the monsoon)

The communications channels routinely available for such transfer are limited to:

- 1) Extension workers (health educator, nurses)
- 2) Simple printed handouts

Desirable but not usually available:

- 1) Audio cassettes
- 2) Super-8 hand viewer
- 3) Slides (battery powered)
- 4) Radio and TV (supportive programme)
- 5) TV cassettes and 16mm film

#### Communications Methods of Reach

A combination of reach methods used for effective transfer are:

- 1) Individual contact
- 2) Group discussion
- 3) Mass media

The second method, group discussion, is essential to establish the necessary community participation; the third mass media, to be certain to reach a high percentage of the target population and as frequently as possible.

The plan of operation submitted has:

- 1) Stated goals

- 2) Stated actions needed to accomplish the stated goals
- 3) Summary of budget to be used for resources and the activities needed
- 4) Detailed step-by-step guidelines
- 5) Decision on the duration

#### The Communications Goals of the Project

The broad objective is to provide sufficient information to make decision makers in the family knowledgeable about the dangers of excreta and persuade them to take appropriate action; (build and use latrines.)

To accomplish this, messages will be created and transmitted by all available channels. For example:

- 1) Extension workers will be trained, (refresher courses) and given guidelines, audio-visual aids
- 2) Some local leaders will be given detailed information and serve as resource persons
- 3) Printed matter may be distributed
- 4) Filmshows may be arranged
- 5) Radio programmes will be produced
- 6) Etc., etc.

It is expected that a work group be established to prepare the training guides, some basic how-to-do-it material and the "why and what for" material.

The persuasive effect is accomplished by writers who are specialists in the treatment of the selected themes. Spot announcements in radio, films, and TV (if available) need such treatment. It is important that the extension workers learn to take advantage of such elements in their field work.

- 17 -

Appendix VI

Checklist: High Priority Communications Goals (6 months\*)

General Goal:

Improve the health of children under 6 years of age  
(Infection and malnutrition may kill 50% before they are 5 years old.)

Specific Goals:

a) Reach 80% of all parents with information on the relationship between infectious diseases and the disposal of excreta through home visits.

b) Distribute to all households a simple brochure informing about the problem of excreta and how to solve the problem. The brochure would have "how-to-do-it" information and specification of cost.

c) Arrange meetings with community leaders to inform and make a specialist available as resource person on subsequent periodic meetings until necessary decisions are taken.

d) Make two types of group media material available for a general information meeting (Make a special germ theory film for use with 16mm, Super-8 and movietron machines).

e) Establish and brief a community work group to serve as advisors and persuaders in selected key "transitional" communities.

f) Cooperate with immunization programmes for children and provide them with brochures and group media

g) Cooperate with other health education programmes and provide extension workers with 100 leaflets and more on request

h) Cooperate with nutrition education programmes and provide extension workers with 100 leaflets and more on request

i) Arrange to have 1 radio show a week to reach all rural families who have a radio but with an entertainment format

j) Arrange to have a newsletter stenciled every 3 months and sent to all officers, and village leaders engaged in implementation work

\*Note that the project leader when selected should arrange for selection or production of PSC material. This must be considered high administrative priority.

## Appendix VII

### Equipment and Supplies

To pursue a process of communications, both long-term programmes and briefer campaigns, specialized personnel need special equipment, logistic resources and occasional support with skilled training.

Each country differs in these aspects but even the better off developing countries do not have enough material to support the regional and district areas. There is a need for:

- 1) Transport and maintenance service
- 2) Research and statistic equipment  
(KAP studies)
- 3) Production equipment
- 4) Diffusion equipment
- 5) Receiving equipment

1. Participatory objectives and the need to reach out in the rural community from the district, centers to have contact with regional and central supervisors makes transport a first requirement for any community development work.

2. Planning and implementation of communications activities are dependent upon both accurate and speedy data. The statistical services may need support of equipment to be of real, timely use.

3-5. Expansion of communications activities is closely linked to an improved audience reach through as many channels as possible.

1) Production equipment of all types might be needed, again depending on the local set up.

2) Diffusion equipment might be another area to support.

3) To receive the mass media messages there is often a lack of transistor radios, batteries and commercial TV sets.

Great care has to be taken by the planners to see to it that this technology is appropriately chosen, compatible and serviceable.

See Appendix XIV for details.



## Appendix VIII

### PRODUCTION AND DIFFUSION

#### A BRIEF CHECKLIST

##### I. The Production Process

The stages suggested here can be followed in any communications production task, and can occur as the linkage inherent in the strategies established in planning and suggest day-to-day production and diffusion work.

1. The "Think Tank": the decision making group. The "think tank" is a group consisting of representatives from the strategy formulating body, administrators concerned both with management aspects and logistics, researchers, a selected topic specialist, the production manager, producers, the writers and artist-visualizers. The task of their meetings is to establish brief specifications for production. Use of a PERT or CPA is very appropriate here.
2. Production Meeting: This meeting includes the production manager, the producer, writers, visualizers, and perhaps a logistics administrator. Their task is to formulate specific production schedules, and establish resource needs in terms of required materials, technology and personnel, and to issue work instructions.
3. "Manuscript" Stage: The production staff alone works to determine content of the Phase I-IV production strategy and produces preliminary scripts, visualizations and layouts. (The topic specialist is available.)
4. Layout Stage: The production staff produces a "mock up", finished lay-out, model, or scenario of the desired product.
5. Review Stage: At this point in the production process all the members of the "think tank" group may meet again to review and revise the material produced during the layout stage. At the conclusion of this stage a "go-ahead" model is authorized for pre-testing production.
6. Original Production: In this stage the production staff produces the pre-test material, a storyboard or models which are as close to the intended finished product as possible and suitable for pre-testing. (Research assistance may be required during this and the next phase.)
7. First Pre-Test: The model is tested in an attempt to predict its capacity to fulfil the strategy requirements for which it was intended. (See "Poster Pre-Testing Project" form and "Relevant Posters for Family Planning.")
8. Revision if needed: The results of pre-testing are evaluated and the product is revised or adapted as needed.
9. Second Pre-Test: If more pre-testing is required, it should be carried out as many times as necessary to produce an effective product.
10. Final Production: At this point in the process, the product is produced or reproduced in the number required for use.
11. Distribution-Diffusion: The finished product is used.
12. Evaluation: Attempts to assess the effectiveness of the product are made, and feedback is directed to the stages of the process where it is required.

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II. Production Staff for IESC (Information, Education and Communication):

The following is an inventory of the minimum and intermediate staff required for effective IESC production based on an appropriate communications strategy.

1. Minimum Staff Requirements:

- a. Production Manager: This staff member must be an "in-house" member of the organization responsible for production. The position should be filled by a person with journalist/artist skills or experience plus administrative background.
- b. Writer-Editor: who has writing skills or experience.
- c. Visualizer: who should be a person with skills in art, graphics or photography.
- d. Distribution/Diffusion Unit: supervised by production manager.
- e. Secretarial Staff with some typographic skill.

Depending on the needs of the programme, these positions/jobs can be filled through permanent hiring or by free-lance professionals engaged as required.

2. Intermediate Staff Requirements:

If needs and resources are available for expansion beyond the minimum suggested above, the following staff is suggested:

- a. Production Manager
- b. Writer (Editor-Producer)
- c. Visualizer (Artistic Skills)
- d. An additional Writer (Media Manager, also to function as a P.R. Representative or Contact) with communications organization
- e. Photographer
- f. Distribution/Diffusion Unit: Distribution List Supervisor, Secretary, Office Messenger
- g. Secretarial Staff

3. Final Expansion:

- a. Personnel for Offset Printing and Binding

III. Equipment

In assessing equipment needs, minimum and intermediate requirements are suggested.

1. Minimum Equipment Needs:

- a. Creative: typewriter, camera, reproduction camera stand, tape-recorder, art materials
- b. Reproduction: copy machine (mimeograph or available traditional means of making additional copies of printed materials)

2. Intermediate:

- a. The minimum creative and reproductive materials suggested above, plus:
- b. An inexpensive addressing machine
- c. More sophisticated duplicating/copying equipment
- d. Video-tape apparatus for recording programmes and/or for the production of programmes
- e. More sophisticated tape-recording equipment and quality microphone

3. Final Expansion:

- a. An Offset Printing and Binding Shop
- b. A Sound Studio

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IV. CHECK if some of the material part of the innovation to be launched can't be packed for demonstration and trial.

V. Adoption Phases and the Kinds of Things to be Produced

A good communication strategy suggests that production is necessarily a multi-media venture. In the adoption phases suggested below, a wide spectrum of messages and media can be used and would be determined by surveys and the communications programme strategy which may or may not start with an advocacy programme directed to leaders.

1. Phase I -- Basic Productions (Information Awareness)

- a. Regular communication/contact directed to leadership groups (advocacy)
- b. Tailored to the local situation, basic awareness (motive building) communication for the general public to create a felt need and a demand
- c. According to the need situation, material based on existing beliefs and values to create an interest to know more
- d. Basic communication/contact material on availability of services. e.g., health services
- e. Training materials related to field workers' communication work -- may be the first task

It may be advantageous for these Phase I materials to appear as printed material first. For this production, an effective writer is most important. These materials will then become the basis upon which other media materials can be designed.

2. Phase II -- Productions Aimed at Gradual Attitude Change through Knowledge Oriented Material

- a. Continuation of all Phase I production and
- b. Focussing on value changing production (communication of knowledge)
- c. Rumor control
- d. Environment/Ecology
- e. Health and Education
- f. Husband/Wife Interaction

3. Phase III -- Resistance Oriented Production

- a. Persuasive materials production
- b. Re-inforcing production

4. Phase IV -- Specialised Audience Production

For example:

- a. Literacy materials
- b. Adult education materials
- c. Hard-core resisters
- d. Medical/professional groups
- e. Financial support groups

Final note

It is imperative to keep in mind that production and dissemination of material is dependent on the local communication situation. At the individual country level, the strategy adopted by the planners as determined by the particular goals and size of the programme effort will serve to identify the targets, tasks, type of appeal, message, media and form of material to be diffused.

## Appendix IX

### Expansion of Training and Administrative Input

Training of communications personnel to sustain a long-term programme (with brief campaign intervals) is a continuous process. Considerable training funds may be necessary to provide the communications system with well trained people. On the other hand, there might just be need for follow-up training or refresher courses. In some countries, temporary personnel might be hired for campaign work by a ministry, in others there is a special rule against using resources from the private sector. UNICEF might provide the opportunity to get outside skilled personnel to support a programme.

Even a small communications programme requires a minimum staff of 10-20 people dealing with production and mass media diffusion and hundreds of field people who inform, educate and persuade. Experience indicates that the administrative logistic needs of a communications unit and the extension branch is grossly underestimated.

Production personnel are often left to hunt for their supplies, equipment and material, fight for help with transport and beg for using the funds which are already allotted for their use. An expansion is closely associated with an improved administrative support system.

Appendix X

Checklist for Data Collecting

- 1) Demographic data
  - a) village composition
  - b) village transitional status and characteristics not covered below
  - c) geographic divisions
  - d) household identification and composition
  - e) socio-economic status, literacy educational levels, wealth
  - f) formal and non-formal leadership
  - g) local power hierarchy
  - h) voluntary organisations
  - i) marginal groups
  - j) opinion leaders
  - k) government and other agencies
- 2) Conditions of water and sanitation
  - a) traditional sources, frequency of use
  - b) access, also socially
  - c) collection pattern
  - d) distance-time
  - e) quality, quantity, reliability
  - f) use; volume, storage, consumption work
- 3) Health conditions
  - a) diseases, cause and effect (general)
  - b) incidence of interrelated diseases (records)
  - c) local health, nutrition and hygienic conditions
  - d) knowledge and practices
  - e) perception of causes, seriousness and avoidability
  - f) perception of health impact:
    - direct (human and cattle health)
    - indirect (on nutrition through vegetable gardening)
    - of improved water supply
- 4) Expectations on economic conditions
  - a) migration causes: agriculture conditions
  - b) division of labor and responsibilities allotted

- c) impact of waterborne diseases
  - d) attitudes e.g. economic impact of better supply
  - e) economic feasibility: ability to contribute to development projects (labor, cash, local material organisational capability and professional skills)
- 5) Attitudes toward old and new water supplies
- a) perceptions on water and sanitation problems (pollution, shortage, distance, difficult location, social access
  - b) special beliefs influencing message formulation
  - c) likely competition between sources
  - d) source impact on well-being
  - e) perception of quality quantity and reliability
  - f) willingness to cooperate with other communities
  - g) perception of waste water disposal, etc.
  - h) perception on change of water-collector's role
  - i) perception on ease of handling
  - j) perception on adoption of new things and ideas and the process, communications aspects
  - k) perception on messages, innovativeness, earlier adoption, self-help history and cooperation

Data is also required in the area of: supply organisation and management participation, administrative capability in policy making, planning, financing, programming and implementation.

## Appendix XI

### Checklist: Information, Education, Persuasive and Participatory Input

#### Long-Range Programme

Low-key, multimedia and interpersonal communications with emphasis on information and educational aspects and with appropriate information about possible innovations to provide village leaders and decision makers

#### Medium-Range Project

Multimedia and interpersonal communications with emphasis on educational and persuasive aspects, emphasis on group work and active involvement, self-determination and self-help strategies

#### Short-Range Campaign Project

High-key, multimedia and interpersonal communications with emphasis on persuasive aspects and face-to-face discussion, meetings, parades and mass media high-frequency spot strategy; learning in discussions, using group dynamic strategies

It is expected that the media policy planner, the media project manager and the field supervisor are well trained and able to cover these aspects.

There is reason to believe that a considerable emphasis will be put on the training of extension workers, village leaders and village workers. The active participation to be promoted depends to a great extent on their insight and attitudes.

It will depend upon them if the community will be able to participate in: 1) identifying their problems, 2) suggesting means and methods of solving these problems, 3) selecting innovative technologies and their testing, 4) the design of the project's where, when and how much, 5) implementing the project-- and the administration and maintenance of it, 6) and finally in discussing and publishing the results of the project.

## Appendix XII

### Community Participation The "Down-Up" Strategy

Depending on the degree of development and modernisation in a region certain demands for assistance will reach government service organisations from certain communities. Such communities in transition know about the functioning of school, health and agricultural services. They also know how to alleviate a problem, and what assistance to demand from a service.

To bring up the issue of participation in such transitional communities is not difficult. The reason for this is both the economic and psychological readiness of the community. The main point is, however, that the demand comes from the community. This is the "down-up" variety of participation.

It is the best opportunity the government services' directors have to harness the resources of a community to its own advantage and to gear the activities to include less fortunate groups in the society.

In analyzing the reason for this transitional state and the consequent demands for better schools, health services, agricultural innovations, better roads and markets, one finds that a correlation exists in the access to developmental types of information which "filters in" from the more developed centers which exist within reach.

Naturally, most governments are aware of this basic need for developmental information which exists and routinely uses its network-- particularly radio-- to provide such developmental types of information and education.

Expanded communications efforts will create more demand for development assistance and create more opportunities for participation between government services and community leaders. Unrelated to such overall efforts, certain areas can be exposed to concentrated information, education and persuasive efforts.

#### A Strategy Which Will Stimulate Participation

The pattern followed to bring out a demand for participation is usually:

- 1) Research and decide, with the aid of pilot communities, what innovations are appropriate and acceptable.
- 2) Communicate to leaders and responsible members in the project area what the adoption of these innovations entails but through low-key channels: the use of a regional radio network, special distribution of printed matter, etc. is enough to establish the necessary insight



- 3) Extension workers are moved into the area--  
to serve as resource persons-- and to pre-  
pare the ground for the participatory  
process

At this point-- in spite of the new awareness of a certain need-- there might be little demand for certain isolated innovations, e.g. latrines, but a considerable demand for an improved water supply, a new road, a school or a dispensary.

### The Selection Process

Many factors will influence the community's readiness to participate. A certain integration and combination of activities might be discussed. Community leaders understand that the different government sectors have control over their proper resources and act accordingly. They also know what an integrated service as the Rural Development Office can offer and would adopt to their administrative set up.

The fact remains that a chosen leader in a well informed community is willing to bring up a project for discussion because he feels he can get a positive response from the community and thus remain a credible and appreciated leader. He would probably prefer an activity which would combine well digging and latrine building since the benefit from one is very desirable and the other less so. The latter could benefit considerably from being an integrated part of the motivational and implementational work.

The extension worker would soon get a feel for how prepared and willing the different communities are to enter into a partnership with government services. At this point workers and their supervisors hold the key to project success in their hands. Their help is indispensable in selecting the communities which are most likely to become the best communities in a network which stimulates a 2-step flow of development activities.

### Implementation

Following a demand from a selected community group, the next step in the process of participation is to form a community work group which will represent the interests of the total community.

The ensuing work will consist of problem identification and solving, trying out of appropriate technologies, drawing up plans for implementation and administration agreements. Later the work will start as agreed between the two partners and move over into a long-term maintenance phase and the results will finally be recorded as the agreement indicated.

Appendix XIII

Checklist: What an Extension Worker Should Learn

1. How to establish friendly relations with all major groups
2. How to explain well the objectives of a project(s) individually and in a group
3. How to get their views on a project(s)
4. How to form a supportive influential group
5. How to discuss felt and real needs and what could be done to change things for the better
6. How to document willingness of community members to cooperate
7. How to advise on sharing costs and benefits
8. How to assure cooperation with technical personnel
9. How to assist in selection of village worker(s)
10. How to assist in the learning phase of a VW
11. How to analyze present attitudes and behaviour
12. How to organise group meetings, group discussions
13. How to use audio-visual aids and demonstration methods and how to refer to mass media messages
14. How to utilise community functions for message diffusion
15. How to handle administrative duties, etc.
16. How to adjust to seasonal changes
17. How to become a resource person, not a boss
18. How to explain transmission of waterborne diseases

Production Equipment for  
Social Communication  
Lists and Guidelines

B. Berndtson  
Chief, PSC Services  
UNICEF

Prepared for the Summer Course in Social Communications, University of Chicago  
August 1, 1977, as a discussion guide.

## Introduction

One of the main purposes of these notes is to provide a simple collection of hardware lists and to give you some indications on what level they are best used.

The first part about the establishment of a functional communications unit is taken from "The Sling-shot" a communications proposal which Dr. Bogue and I put together in 1974-75, modified and expanded to provide more data in the area of printing and video recording.

The second part is focusing on the idea to provide production material for extension workers who work in the field. At the same time it is hoped that the exciting experiences from development workers in the field who actually produced material, together with interested individuals in the community can be brought out.

For good measure, I have attached a few appendices, one diagram from El Salvador's Educational Television Department- to point out the fact that the hardware and "the putting it on video tape" is just a small part of a communications bridge. The other appendix points out the basic importance of graphic and photographic departments for other media work, in other words, artists and photographs are the link to all mass media work and expanded reach for planned social communications. The third appendix is a "linear scenario" suggesting "who is doing what and when", in a production sequence-which may be a convenient check list. Once again the point of its attachment is to underline the linkage which exists between the producer-programmer, the worker and the technical group so that technical limitations and opportunities are discussed during the earlier phases of production.

The last appendix is to stress the fact that professional film-making is a very expensive endeavor because only highly professional film-makers using the best equipment should be engaged to do the job.

The note "What you should know if you want to use the film media" is again a convenient checklist and the model budget incorporated is what it costs today to have a film made.



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Notes

**With covering memo sending the project proposal to Martin Beyer, Advisor, Drinking Water Programme. The document puts a lot of emphasis on the technical aspect of communications, i.e. how to typeset and print leaflets, pamphlets, posters etc for distribution, and what kind of equipment would be useful; how to make films, videos, etc.**

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