PART TWO
WORKSHOP PAPERS AND DOCUMENTS

V. SUMMARY OF GROUP REPORTS - CONCLUSIONS AND RECOMMENDATIONS

A. <u>Summary of Group I - How Can PSC be integrated into the total programming process?</u>

<u>Group members</u>

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Group I was of the view that it was scarcely sufficient to talk of PSC as "integral part of the programme process" etc. This has been said too often for too long - without actual procedures being laid down that fit both the nature of communications and the general sequence of events in programming (suggested in PRO-25) nor has enough time been devoted to looking at the PSC <u>job</u> and the type of person required to do it well.

Group I therefore set out to consider in detail just what the PSC Officer, or Communications Officer as he/she has been referred to in the following pages, would do at various stages of the programme process. Since his/her relationship will be primarily with the Programme Officer(s) involved, the Group focused on this relationship.

The PSC function and job

The PSC function in the field is ideally performed by a qualified person in a defined PSC post. But it may also be performed by a Programme Officer or PI Officer provided he or she has adequate PSC training and/or experience.

It is, therefore, important that the PSC need in an
Office, Area or Region be clearly defined so that perform-
ance objectives, proper training and recruitment are
possible.

Like many aspects of the social sciences or of program-
ming itself, communications are not always an exact science.
Along with the disciplines they undoubtedly demand, commu-
nication activities also require judgement skills and
creativity in their practice.

The "disciplines" are determined by the PSC practitioner's
formation and by the needs of an Office or programme. The
required judgement and creativity should arise from the
practitioner's experience and personal attributes.

These considerations should guide recruitment, training
and development of PSC people.

Group I believes that PSC provides a specialist input
irreplaceable by other methods in programme operation. The
importance assigned at this Workshop to the PSC function
must influence the level/status of the PSC job and its incum-
bent.

New York Headquarters has a key role to play in ensuring
that the PSC function, job and Officer are all seen in this
perspective and that the right administrative/operational
steps are taken in consequence.

In any case, his function brings him most closely in contact with the Programme Officer. This relationship could be clarified in the light of the following ideas:

The responsibility for a programme obviously rests with the Programme Officer. However, this role is best played when he functions as a team leader. As a full member of this team, the Communications Officer can and should provide specialised inputs into programme planning, design and implementation.

The Communications Officer's role should derive from his more intimate knowledge of people, their knowledge levels, attitudes and behaviour, so he can advise on acceptability and feasibility of programme design and implementation strategy.

His role extends beyond the Programme Officer's in one sense. He is concerned with managing the behavioural dimension of target groups within programmes. Since communications are an important element in behavioural change and such change is necessary at many levels of the programme, the Communications Officer can and should make an important contribution throughout the programming process.

In short, associated with the programme planning process there is a communication planning process that should be designed to forge the link between the programme and its impact.

RECOMMENDATIONS

1. PSC must be considered an integral part of the programme/project design, planning and implementation process.

2. Key areas in which PSC has a significant role to play to improve programme performance and effectiveness are:
   -Community participation/training.
   -Promoting inter-institutional coordination and intra-institutional contact.
   -Facilitating and expediting decision-making.
   -Advocacy and programme promotion.
   -Skill development in change agents.
   -Attitude and behavioural change.

3. Different alternatives in the use of PSC should be considered so as to keep PSC costs within reasonable and acceptable e.g. use of national resources, PSC staff from HQ/Regional/other Offices, hiring of consultants, combining PSC functions with that of information in field Offices.

4. The PSC function and job must be clearly defined and the role/status of the incumbent Officer must be in consonance.

PRE-PROGRAMME

PREPARATION AND ADVOCACY

OBJECTIVE	TARGET GROUP	METHOD/MEANS	COMMUNICATIONS INPUTS
Recognition of the problem by government.	Legislators, policy-makers, decision-makers, planners, and technocrats; opinion-formers; NGO's; bilateral agencies.	Interpersonal contact, demonstration meetings, observation travel, publication, audio-visual methods, use of authoritative persons in the relevant fields, media use.	Collection and collation of information for advocacy; identification of resource people and dialogue with them; elaboration and presentation of messages; media contacts.
Communication of UNICEF support/ assistance in the problem	Policy-makers, decision-makers, technocrats in Government and NGO's.	As above	As above
Secure Government's commitment to action	As above	As above	As above

STEP I - INFORMATION COLLECTION

AREA	CONTENT OF INFORMATION	METHOD	ROLE OF PROGRAMME OFFICER	ROLE OF COMMUNICATIONS OFFICER
The problem	Incidence Distribution Severity Causes Consequences	Published information Consultation Surveys	Primarily in collection of technical, political economic information	Primarily in collection of data on information/ knowledge levels, values, taboos etc. of relevant socio-economic groups communication structures, vehicles and possibilities
The population affected	Demographic Current experience Attitudes/behaviour Changes needed Obstacles Resources	As above	As above	As above
Structures and institutions relevant to the problem/programme.	Coverage Jurisdiction, Systems, Resources How constituted/ linked, changes needed, response	As above	Primarily, in areas of authority, power structure, Who is who?	Primarily in information on operational channels, coordinating channels, out-reach, impact on affected population.
"Enabling legislation and norms".	Relevance, Existence/ absence of relevant legislation, changes needed.	As above	Primary	Collection of information on the way legislation is/ is not working

STEP II - IDENTIFICATION OF PRIORITY PROBLEMS

ACTIVITY	ROLE OF PROGRAMME OFFICER	ROLE OF COMMUNICATIONS OFFICER
1. Use of the following criteria for selecting priorities: - political situation - socio-economic situation - resources - personnel availability/quality - needs (felt)	Leadership of the programming team involved in these activities	Contributes to identification of comunications implications, as a member of the programming team.
2. Analysis of the prioritised problems: technical, socio-economic, cultural, political, facets		

STEP III - FORMULATION OF OBJECTIVES

ACTIVITY	ROLE OF PROGRAMME OFFICER (PO) AND COMMUNICATIONS OFFICER (CO)*
1. Formulation of problem reduction objectives (eg, "Reduce infant mortality rate from X to X per 1,000 live births")	PO/CO
2. Formulation of service coverage objectives (eg, "X number of people to be reached by X number of health centres")	PO/CO
3. Formulation of behavioural objectives: (eg, "Get X% population to use and maintain X latrines")	PO/CO

* Underlining indicates lead role in the relationship to accomplish the activity

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STEP 1V - IDENTIFICATION OF STRATEGIES

ACTIVITY	ROLE OF PROGRAMME OFFICER/EXPERT AND COMMUNICATIONS OFFICER/EXPERT
1. Identify resources and obstacles	PO/CO
2. Define processes to optimize resources and overcome obstacles	PO/CO
3. Identify type and scale of community participation and modalities for it.	PO/CO
4. Modalities of UNICEF and Government cooperation.	PO/CO
5. Draft strategy	PO/CO

STEP V - IDENTIFICATION OF STRATEGY

(FEASIBILITY ANALYSIS)

CRITERIA	ROLE OF PROGRAMME OFFICER/EXPERT AND COMMUNICATIONS OFFICER/EXPERT
1. Financial	PO/CO*
2. Technical	PO/CO
3. Institutional	PO/CO
4. Community Perception/Participation	PO/CO
5. Political	PO/CO
6. Time Spans	PO/CO

* Communications Officer generally provides as inputs the more detailed knowledge of people and environment that he should have - except at 4, where he must lead for obvious reasons.

STEP VI - PREPARATION OF PLAN OF ACTION

ELEMENTS	ROLE OF PROGRAMME OFFICER/EXPERT AND COMUNICATIONS OFFICER/EXPERT
1. Output Objects	PO/CO
2. Activities	PO/CO
3. Schedule of (2)	PO/CO
4. Resources (Inputs) (human, institutional, money)	PO/CO
5. Organization and Management	PO/CO
6. Evaluation Plan	PO/CO

STEP VII - IMPLEMENTATION

PHASE	ACTIVITIES	MEANS/METHODS	ROLES/FUNCTIONS
1. Preparation	- Setting up organization		PO/CO
	- Staffing		PO/CO
	- Supplies and equipment		PO/CO
	- Preparation of Communication and Training materials	-Identification of resources for creation and production of communication messages/strategies and materials	CO/PO and specialist NGO's
		-Establishing a system of guidance supervision and approval of the above with Government	
		-Focus group research and pretesting	
	- Training		PO/CO
	- Establishing benchmark data		CO/PO

STEP VII - IMPLEMENTATION (Cont.)

PHASE	ACTIVITIES	MEANS/METHODS	ROLES/FUNCTIONS
Project Development	Appropriate activities in various programme sectors	Media leaflets, manuals etc.	CO Specialist
	Seminars	Personal contact	
	Courses	Media relations	
	Meetings		
	Conferences		
	Field day		
	Community work		
	Delivery of supplies		
Launch	Ceremonies	Mobilize Government and community/institutional resources	CO/NGO's Media Specialists
	Group meetings		
	Media Activation		
	Community events		

STEP VII - IMPLEMENTATION (Cont.)

PHASE	ACTIVITIES	MEANS/METHODS	ROLES/FUNCTIONS
Monitoring and feedback	Post-test of communi- cation activities.	Specialist	
	Check on other programme activities.	Professional	
	Reporting	Organization	PO/CO/Specialists
		Different	
		Formal and	
		Informal	
Evaluation			
Establishing criteria			
Preparation of instruments			
Testing			
Involving target groups			
Applying instruments			
Analysis and in- terpretation			
Reporting			
Reprogramming and adjustments			

B.   Summary of Group II

1.   Group Members:

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Francisco Pelucio Silva
Revy Tuluhungwa
Enedelsy Escobar-King
Jacob Matthai
Ruth Lederer
Juan Fernando Aguirre
Walter Sitzmann
Carlos Cordero-Jiménez
Carlos Castillo

2.   The group elected Jacob Matthai as group facilitator
and Carlos Castillo as group rapporteur.

3.   The group had a brief summary of each of the three
case studies assigned (Jamaica Project, PUNO Project
and Bogota Area Office paper) in order to select one
of them for a more profound analysis.

4. a) The Bogota Area Office did not present a case study
but instead presented a general revision of PSC com-
ponents of several projects and made a self critique
of the PSC concepts which led the office to make rec-
ommendations and methods in order to integrate PSC in
the programming process.

   b) The Kingston Area Office presented a project which
started in 1978. This project is located in two dif-
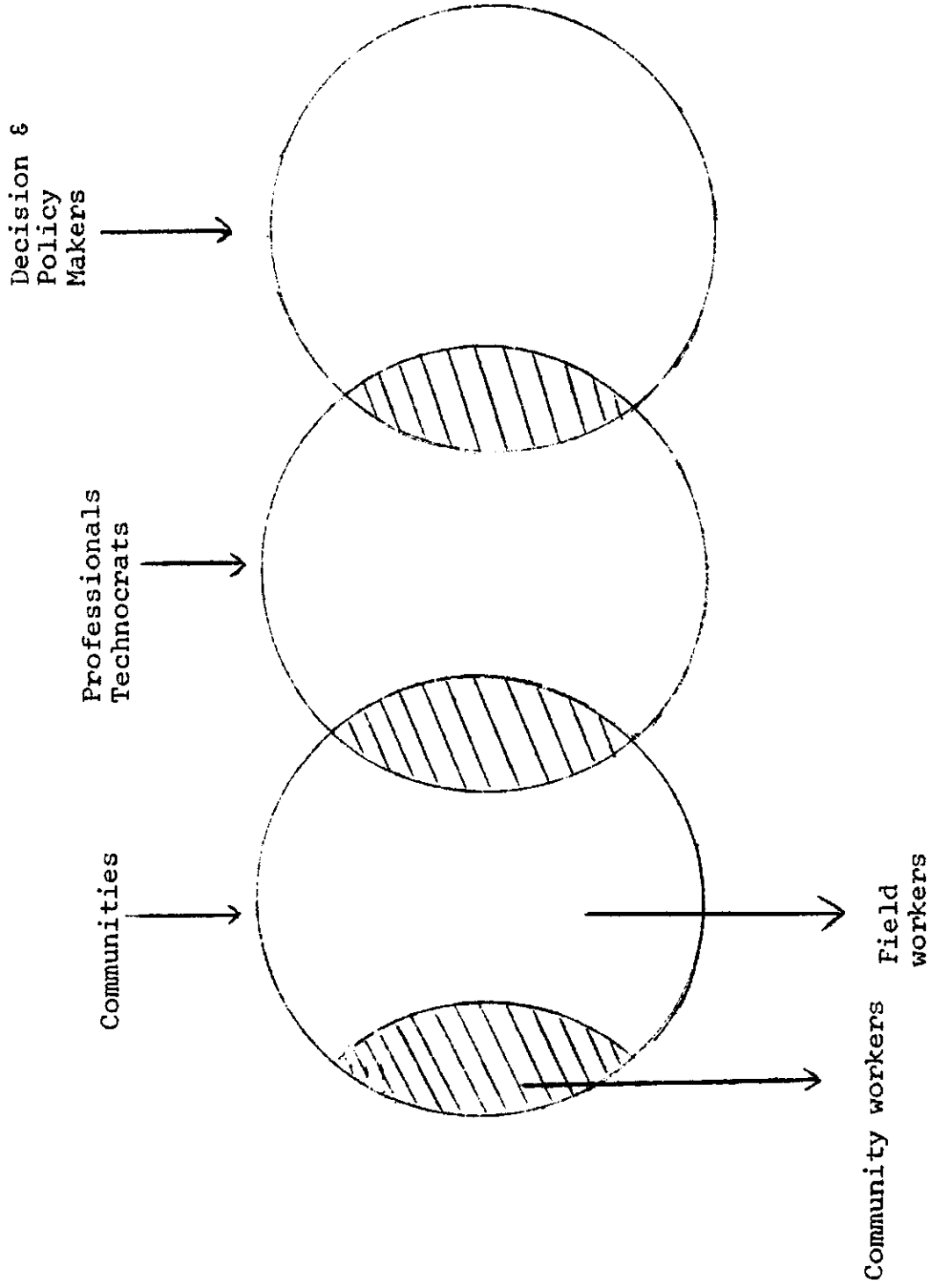ferent areas, Clarendon and St. Thomas, and covers

15 to 20 communities. The objectives of the project
are to coordinate the delivery of services and to
strengthen community participation.

c) The PUNO project was analysed as a whole and not as
was presented (PHC) in the written case study.

The PUNO project is one of the more well known of all
the UNICEF projects. Up to 1972 some private agencies
had developed actions in pre-school education (wa wa
wasi). When UNICEF entered into the project in that
year, the government was not very aware of the PUNO
experiences and a great deal of information was needed
as part of an advocacy strategy.

The PUNO project began in 1972 with two communities.
Today there are more than 1,000 communities involved.
The PUNO project developed PSC activities, Homes for
children and other activities such as agriculture and
income-generating projects were added. Today it is a
multi-sectoral project. The project also called for
the creation of Planning Units at regional level, the
assignment of a local UNICEF programme officer, the
creation of a communication and training centre, statis-
tics unit, and the development of a great amount of
instruments which could be considered as communication
or administrative inputs.

5.   As the PUNO project covers a complete range of activi-
ties and was developed in a considerably short time,
the group decided to analyse it in depth in order to
fulfill some of the workshop objectives.

6.   In order to analyse the PUNO project the group took in
account the scheme presented in the workshop in which
three different levels of project are involved:

Decision &
Policy
Makers

Professionals
Technocrats

Communities

Field
workers

Community workers

7. At the project level the following components were analysed.

THE PROJECT AREA

SECTORS	LEADERS
PLANNING	HEALTH PROMOTERS
	EDUCATION PROMOTERS
UNICEF	TRADITIONAL MIDWIVES

EXTENSION AGENTS
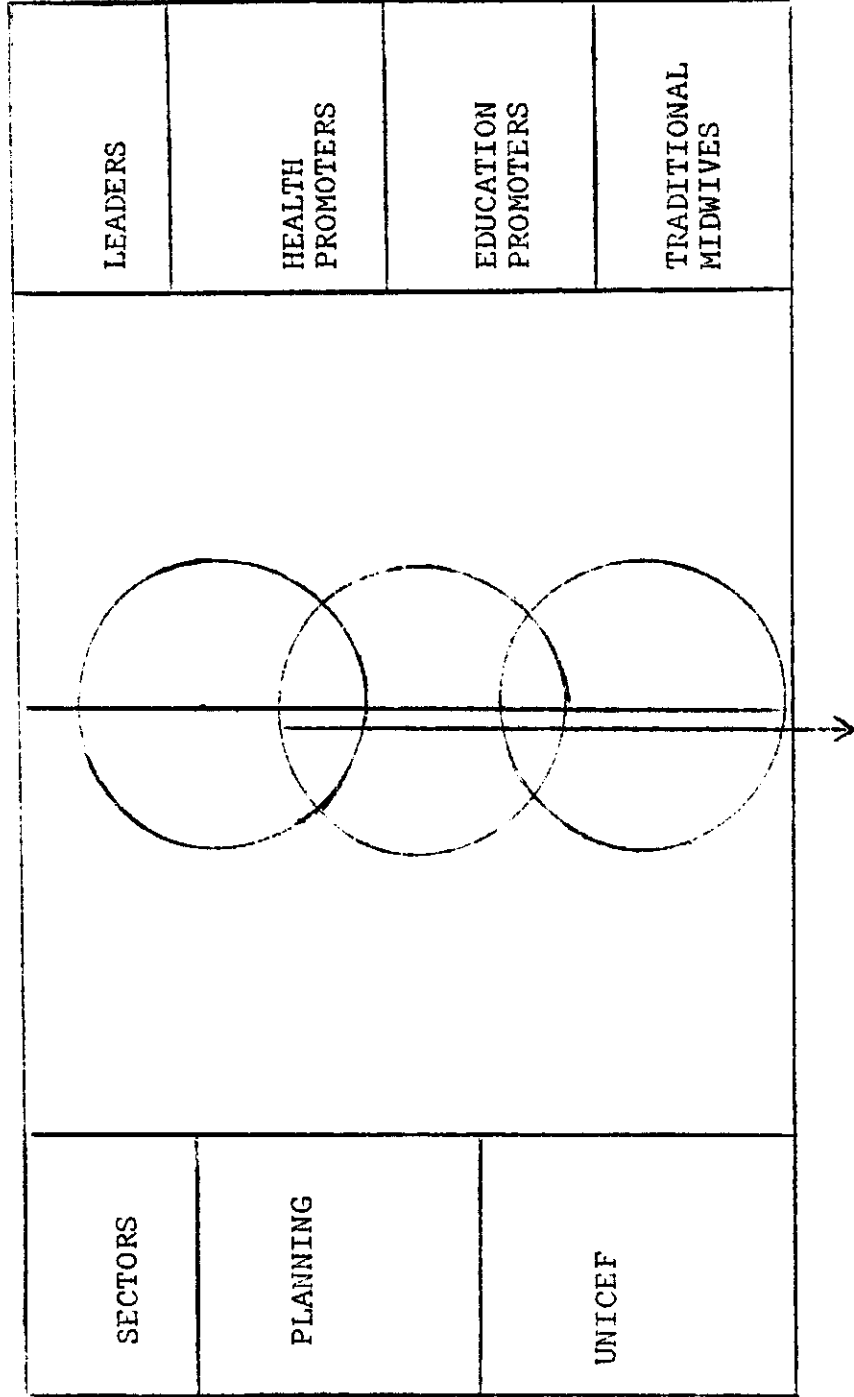
8.   The analysis of the project was sumarized as follows:

NOTE: PAGES 45 AND 46 ELIMINATED

Communication Needs	What communication activities were taken (means, mass media, training, etc.)	What was the outcome	What additional actions should be taken
Communication between the project and decision makers at national level (1)	- Visits to projects - Seminars and workshops - Production of pamphlets and informative materials. - Establishment of mechanisms for data collection and information purposes. - Evaluation - Take advantage of situations, personalities benefitting project.	-Awareness at national level. -Replication in other parts of the country (initial education) -Definition of national policies (P.H.C., non-formal pre-school education, etc.)	-Timely adaptation of publication information materials for national purposes. -Establishment of "memory" system for consolidation and quick retrieval.
Multi-sectoral coordination at regional level (2)	- Establishment of multi-sectoral group. - Appointment of project coordinator - Establishment of planning unit and social statistics unit.	-Joint preparation of workplans -Better understanding and participation in the project -Better monitoring and implementation -Better coherence achieved	-Give permanent status and authority to the project coordinator -Circulation of up-to date information between participating sectors. -Motivation and involvement of community in collection and analysis of information.

Cooperation of participating sectors with grass root level (community workers) (3)	-Creation of extensionists to mediate between sectors and community -Field visits by sector officials -Training of leaders in management -Training programmes for all persons involved in project	-Establishment of training centre for research and production of training materials -More active and intelligent participation of community and sectors.	-Establishment of systematized mechanisms for circulation of information -Qualitative improvement of training programmes (need for more technical and professional input). -Identification of national technical resources.
Communication between regional planning and sectors and UNICEF (4)	-Creation of a planning unit (with UNICEF support) -Advocacy to provide authority for normative function -Appointment of UNICEF project officer.	-Increased dialogue between participants in the project -Better use of UNICEF assistance -Addition of new activities (agriculture and income-generating activities) -Redesign of the project to use micro-regionalisation strategies.	

Communication between local leaders and community workers (Promoters) (5)	-Briefings, meetings, to increase awareness and participation of leaders -Creation of community committees for social development.	-Increase self-confidence and support to the project by the community -Request from other communities to participate -Higher aspirations for better quality of life.	-Increase and mobilize additional resources to respond to requests from other communities.
Data collection, model construction, and dissemination of information within and outside of the project area (6)	-Strengthening of the existing traditional communication network. -Regional seminars -Production of information materials.	-T.C.D.C. -Additional funding	-Prevent over-exposure to outsiders -Study of the existing traditional communication network for better understanding and utilisation.

Technical knowledge and support for training and educational activities. (7)	- Utilization of facilities existing in neighbouring areas. - Identification of potential centers for the diffusion of information (radio). - Training of personnel for media - production.	- Better impact of training programmes. - Provide continuous educational support to the project. - Establishment of communication and production. - Possible utilization of T.V. - Evaluation of the existing media - More involvement of community in designing messages and pretesting.
Coordination among agencies giving aide. (8)	- Personal contacts - Circulation of available information materials - Participation in seminars.	- Enourmous interest of other agencies (World Bank and USAID) - Replication of UNICEF projects and participation in UNICEF projects. - Formulation at Headquarters level of guidelines and procedures for inter-agency cooperation at field level.

GENERAL OBSERVATIONS AND RECOMMENDATIONS

1. The group analysed the PUNO Case on an integrated basic services programme based on the presentation made by the Representative and not on the case study TARO/PSC/W.11/2. made available to the participants.

2. The analysis demonstrated that PSC is an integral function of the programming process.

3. To avoid confusion it was suggested that the denomination be changed from PSC to Programme Communication.

4. It was therefore recommended that the present PSC service now located in the P.I. Division be transferred to the programme group.

5. It was also recommended to define the functions, utilisation of available expertise and training of programme officers and communication specialists.

CONCLUSIONS OF GROUP II - SECOND ROUND

The group dedicated an important part of its time to the discussion of the basic scheme on which it would work in order to fulfill objective number three.

The absence of a concrete analysis case in this phase of the work and the need to approach the problem in a general manner prevented it from arriving at a more concrete and detailed definition of the forms in which communication is integrated into the programming process.

The group decided, as a work procedure, to define for each one of the programming stages established in PRO-25, the action programmes which will have to be incorporated, the levels of communication intervention, the types of intervention, the communication tools and techniques and the participants who should be involved.

It attempted to incorporate, in the course of the discussion, the analysis carried out of the case study for the PUNO project, as well as the programming experience of the participants. The results presented here can only be seen as examples of how to act to integrate communication into programming, but does not express the entire gamut of actions. The group equally discussed some general recommendations on the objective number four of the workshop.

STAGES OF PROGRAMMING	PROGRAMME ACTIONS INVOLVED	LEVELS OF COMMUNICATIONS INTERVENTION	TYPES OF INTERVENTION	COMMUNICATION TOOLS AND TECHNIQUES	PARTICIPANTS INVOLVED
1. Information collection and analysis	Analysis of communication systems	Central	Explaining and convincing government officials	-Interpersonal contacts -Workshop and seminars. -Field visits. -Printed and audiovisual materials.(*) -Take advantage of situation and/or personalities. -Mass media.(*)	-Representative, programme and communications staff. -National authorities (planning, statistics, participating sectors, universities, media institutions).
		Community	Methods of micro-planning. Involving community participation in diagnosis, programme preparation, implementation and monitoring and evaluation -Local units of data collection and analysis. -National reinforcement for the use of local data and the relation to national planning.	-Use of traditional communications network. -Community-based media.	-Community -Leaders -Field workers -Communications -UNICEF

(*) in order to prepare the population and spread the results.

STAGES OF PROGRAMMING	PROGRAMME ACTIONS INVOLVED	LEVELS OF COMMUNICATIONS INTERVENTION	TYPES OF INTERVENTION	COMMUNICATION TOOLS AND TECHNIQUES	PARTICIPANTS INVOLVED
2. Problem statement	-Statement of communications aspects of the problems. -Community participation	Central to community	(Same as in page 53)	(Same as in page 53)	(Same as in page 53)
3. Statement of objectives	-Behavioural	Community	-Educational type	-Mass media -Workshops and seminars, etc. -Interpersonal support with material: flip chart, etc.	(Same as in page 11 plus natural leaders)
4. Statement about courses of action	-Activities consistent with actions above (objective)	-Intermediate and community	-Seminars, workshops and educational	-Design of methodologies for seminars and workshops. -Production of support material.	-National and state officials -Resource people -UNICEF
5. Implementation			-Communication units and educational interventions.	-Specific research -Training -Messages/design -Mass media	-Extension workers -Community workers -Specialists -UNICEF
6. Monitoring and evaluation	Measuring change	All levels	Continuous of communication inputs	-Design of feedback mechanisms	-Community -Community workers -Specialists -Government/UNICEF

GENERAL RECOMMENDATIONS AND OBSERVATIONS

The group reinforced some of the first round conclusions:

1. The analysis demonstrated that PSC is an integral function of the programming process.

2. To avoid confusion, it is recommended to change the denomination PROJECT SUPPORT COMMUNICATION to PROGRAMME COMMUNICATION.

3. It is therefore, recommended that the present PSC Service, now located in the Public Information Division, be transferred to the Programme group.

4. It is also recommended to define the functions, utilisation of available expertise and training of programme officers and communications specialists.

The group, in this second round, stressed these two new conclusions:

5. The Communications Officer, as member of the programming team, should be involved in all stages of the programming process and should be at the appropriate level of authority (rank and status).

6. The Communications Officer should assist the UNICEF Office in identifying special technical resources from within the country or outside in order to accomplish the programme/communications interventions.

C.   Summary of Group III - Report N°1 on the three case
     studies proposed

Group members

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1.   The Group was entrusted with analyzing the following
     case studies:

     a)   Non-formal pre-school child education project in
          the South East Region of the Dominican Republic;

     b)   The PSC component in the country programming for
          Chile, 1978-1980.

     c)   Subregional Early Stimulation project in Central
          America and Panama.

2.   The objective of this exercise was to arrive at an
     operational proposal on communication of a prospective
     character, which will support the effectiveness of
     the programmes' execution.

3.   A methodology for a dialogical work was defined, and
     a data card* was elaborated as an analysis tool for the
     case studies.

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* See Matrix of Analysis N°1

MATRIX N°1 OF THE ANALYSIS OF THE CASE STUDY

CATEGORIES OF ANALYSIS	Project of Non-formal Preschool Child Educ. Dominican Republic		Breastfeeding and Early Childhood Stimulation, Chile		Audiovisual Support to Kindergartens, Chile		Rural Mother Child Programme, Chile		Subregional Early Stimulation Proj.	
	Project	P.S.C.	Project	P.S.C.	Project	P.S.C.	Project	P.S.C.	Project	P.S.C.
I. DIAGNOSIS										
Research	X	X	X	X	X	X	X	O	O	O
Priorization of Problem	X	X	X	X	X	X	X	O	O	O
II. OBJECTIVES										
Quantified Goals	X	X	X	X	X	X	X	O	O	O
Target population	X	X	X	X	X	X	X	X	X	X
III. PLAN OF ACTION										
Formulation	X	X	X	X	X	X	X	O	X	X
Schedule	X	X	X	X	X	X	X	O	X	X
IV. RESOURCES										
Physical	X	X	X	X	X	O	X	X	X	X
Financial	X	X	X	X	X	X	X	X	X	X
Human	X	X	X	X	X	X	X	O	X	X
V. EXECUTION										
Organization	X	X	X	X	X	X	X	O	X	X
Methodology	X	X	X	X	X	X	X	O	X	X
VI. EVALUATION										
Supervision	X	X	X	X	X	X	X	O	O	O
Evaluation	X	X	X	X	O	O	X	O	O	O
Reprogramming	X	X	X	X	X	O	X	O	O	X
UNICEF Advisory Services	X	X	O	O	O	O	X	O	X	X

4. From the application of the data card, the group was
    able to establish the following:

    1. The cases studied can be considered successful;
        but this positive result can be attributable to
        different factors:

        a) In the project of the Dominican Republic, the
            success achieved in the great coverage of
            direct services to children, short time for
            its commencement, and low cost, could be
            related with;

            i)   the methodology used in the project;
            ii) training at various levels, and
            iii) commitment of those responsible for the
                 direct services to children.

        b) In the Breastfeeding and Early Stimulation
            Programme of Chile, the success of the same in
            respect to innovative technology, could be
            attributable to the following elements:

            i) previous research and experimentation; and
            ii) infrastructure of the pre-existing health
                service;

        c) In the Subregional Early Stimulation Project
            the success achieved in advocacy terms could be
            due to these two elements:

            i) the great commitment generated on behalf of
                children;
            ii) the establishment of a distribution network.

    2. The Project for Audiovisual Support to the educa-
        tional work carried out in kindergartens in Chile,
        failed in its end results, exclusively due to the
        inadequacy of the selection of equipment.

3. The Rural Mother-Child Care Programme of Chile surpassed the expected aims in respect to coverage and staff training, perhaps due to these two factors;

    i) the technical commitment and competence of the national managing staff;

    ii) the optimum use of the external resources.

4. Communication appears in all the projects studied, as an inherent component in them. The utilisation of the conventional communication media vary according to the nature and context in which the projects act.

5. In 75% of the projects, research has been done on the communication component which, in one case, led to the change from the use of conventional media.

6. In 75% of the projects objectives were established, communication goals were set and in all projects target population were defined.

7. Only one project used conventional communication media although this had not been foreseen in its plan of action.

8. In all cases, resources were assigned for the communication component in the projects; but, in one of them - as was stated before - the hardware supplied was inadequate which hindered the successful compliance of its aims.

9. Seventy five per cent of the projects used the operating capacity of communication of the government, and only 25% of them created a specific structure.

10. In 90% communication methodologies were designed and adapted, not only for the production but also the use of materials, while in some of them training activities in this field were also undertaken.

11. Only in 25% of the cases there was supervision and evaluation of the communication processes.

12. Direct advisory services have been provided by UNICEF only in 25% of the projects and this has not been present in the rest:
    i) because it was not requested by the governments;
    ii) or because UNICEF did not have the adequate technical personnel.

CONCLUSIONS

1. Communication in Support to programmes has not been implemented systematically; hence the duplication of efforts, the uneven technical quality of the products, the interferences and lack of adaptation of the materials, etc.

2. It was also noted that there is the lack of a conceptual and operational definition of the role of communication and of policy guidelines for communication actions undertaken by UNICEF in the Americas region.

3. As a contribution, the Group proposes the following systematic approach for the role of communication, according to the different operation levels identified:

SUPPORT COMMUNICATION SYSTEM FOR THE EXECUTION OF PROGRAMMES

1. <u>Level</u>:   -   Local (grassroots)
   Target population: -   Beneficiaries
                              -   Community agents
                              -   Sectoral workers
   <u>Media</u>:   -   Own community channels
                              -   Intermediate communication
                                  technology
   <u>Resources</u>:   -   Local promoters
                              -   Community leaders
   <u>Organization</u>:   -   Community organization
                                  committees
                              -   Sectoral workers
   <u>Responsibilities</u>:   -   Community, with government
                                  agency support and/or UNICEF's

             SECOND LEVEL - DISTRICT (PROJECT AREA)

   <u>Target population</u>   -   Regional ministerial authori-
                                  ties
                              -   Ministerial technicians
                              -   Sectoral field agents
                              -   Community leaders
                              -   Beneficiaries
   <u>Media</u>   -   Conventional media
   <u>Resources</u>   -   Production centres - government
                                  and private
                              -   Communication materials
   <u>Organization</u>   -   Project support communications
                                  unit
   <u>Responsible</u>   -   Government with UNICEF support

THIRD LEVEL - COUNTRY

Target population   -   Political decision levels
                     -    UN and bilateral co-operation
                          agencies
                     -    Scientific world (Academic
                          community)
                     -    Public opinion
                     -    National communication networks
Media   -   Communication media in general
                     -    Dissemination events (seminars
                          at national level, etc.)
                     -    Negotiations
Resources   -   Specific advisory services
                     -    Minimum production equipment
                     -    UNDP Information Office
Organization   -   National distribution network
                     -    Advisory services from Area
                          Office
Responsible   -   Government - UNICEF

FOURTH LEVEL - AREA OFFICE

Target population   -   UNICEF staff
                     -    Scientific world (academic
                          community)
                     -    Governments (members of region
                          pacts, such as CARICOM, Andean
                          Pact, etc.)

	-	International communication networks.
	-	Population in the area
<u>Media</u>	-	International seminars, congresses
	-	Communication media
<u>Resources</u>	-	Information and/or PSC Officer
	-	Basic production and reproduction equipment
<u>Organization</u>	-	Communication unit for the Area
<u>Responsible</u>	-	UNICEF

FIFTH LEVEL - AMERICAS AND CARIBBEAN REGION

<u>Target population</u>	-	International News Agencies
	-	International co-operation agencies
	-	UNICEF staff
	-	Latin American and Caribbean public opinion
<u>Media</u>	-	Publications
	-	Inter-agency meetings
	-	Communication media
<u>Resources</u>	-	Regional Information and/or PSC Officer
	-	News agencies
<u>Organization</u>	-	Regional editorial council
	-	Communication Unit for the Region
<u>Responsible</u>	-	UNICEF

C. Summary of Group III - Report N°2 on the exercise of
   programming PSC in support of the execution of programmes

Group III defined, for the proposed exercise, a project
with the following characteristics:

- It should be carried out in a marginal region of the
  country, in an inter-cultural situation;
- It should be of multisectoral and integrated or
  co-ordinated nature.
- It should be replicable and not a pilot project;
- Its objective should be to solve specific problems
  that have been duly identified;
- It should aspire to improve the quality of life in
  the region; and to develop the institutional capacity.

In order to organize its reasoning the group resorted to
a matrix of analysis * in which, on the one hand, it consider-
ed the levels involved (local, district, national, Area
Office, Regional), and on the other, the planning stages
(negotiation, formulation, implementation, execution and
evaluation).

As a result of the exercise carried out, Group III
submits to the consideration of the plenary the following
three points:

1. Delimitation of the concept of "communication";
2. General recommendations;
3. Considerations on objectives 3 and 4 of the Workshop
   Seminar.

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* See matrix of analysis

MATRIX OF ANALYSIS OF COMMUNICATION

ACCORDING TO PROGRAMMING LEVELS AND STAGES

STAGES LEVELS	NEGOTIATION	FORMULATION	IMPLEMENTATION	EXECUTION	EVALUATION	
LOCAL	-	+	+	+	+	
DISTRICT	-	+	+	+	+	
NATIONAL	+	+	+	+	+	
AREA	+	+	-	-	+	
AMERICAS REGION	-	-	-	-	+	

(-) DOES NOT INTERVENE

(+) INTERVENES

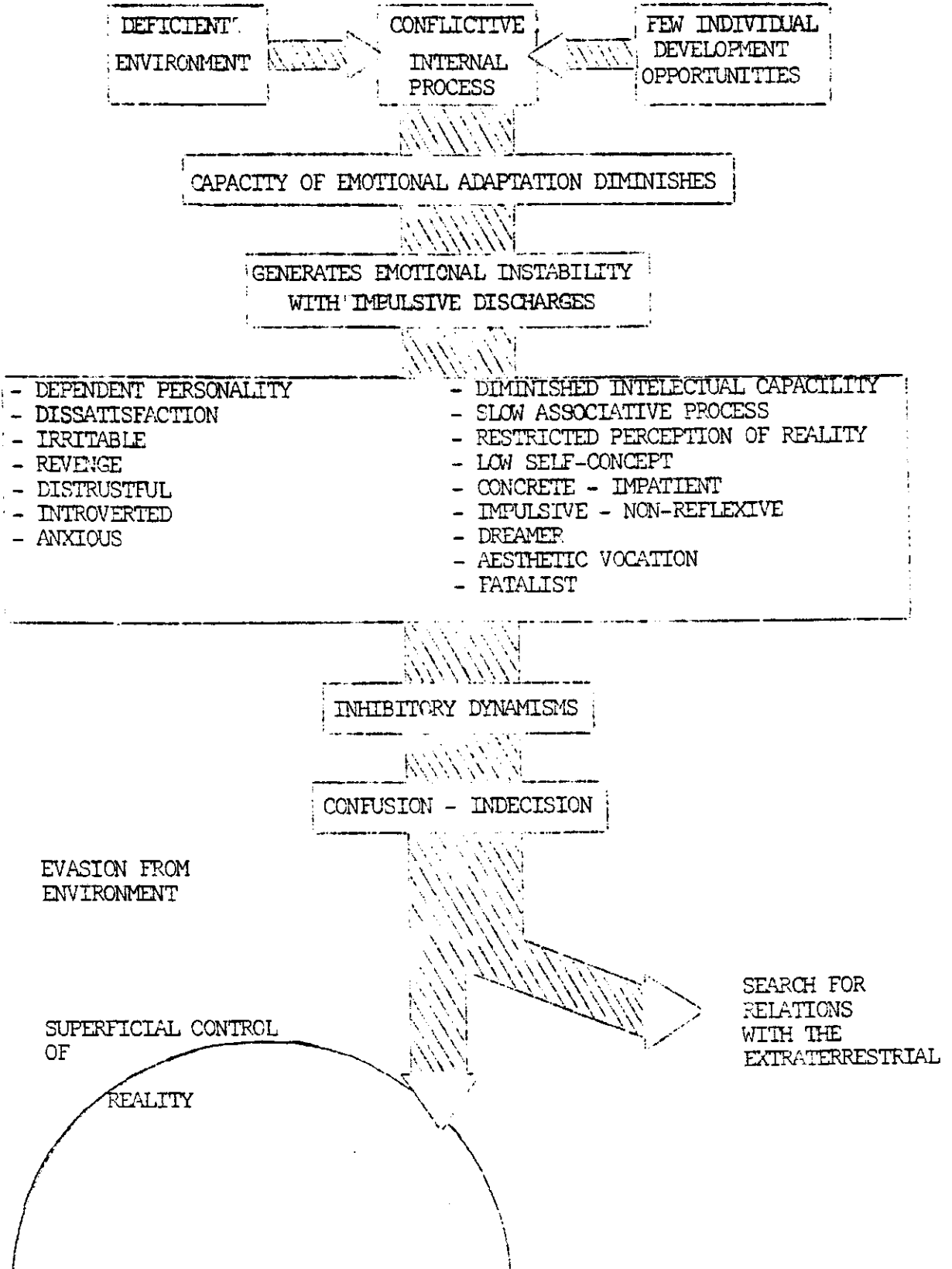1. <u>Delimitation of the Concept of "Communication"</u>

For the purpose of the analysis, three basic components were considered within the term "communication";

    a) An <u>information</u> component which originates from the problems affecting children, from the promotion of UNICEF's image as a United Nations organization with a specific mandate, and with the fund-raising need to fulfill this mandate.

    b) An <u>information</u> component related with the promotion of policies that benefit children and a greater knowledge of the problems affecting children, leading to the formation of a favourable public opinion and to the adoption of concrete measures on the part of governments.

    c) A communication component integrated into every <u>social development</u> programme and that has as its fundamental mission the promotion of behavioural change for development and the facilitation of the information flow indispensable to reach the proposed goals. Only the aspects indicated in points b) and c) are subject of our reflection in this workshop.

In order to better describe the concept of "behavioural change for development" the team deems it opportune to present the following profile of distinctive features of the common man who lives in marginal (urban and rural) areas where programmes are executed (see Graph III).

The role of communication consists in promoting change or modifications in these dimensions of personality towards other behaviours (knowledge, skills and attitudes considered as a whole that enable community members to work effectively towards transforming their problems. The Group
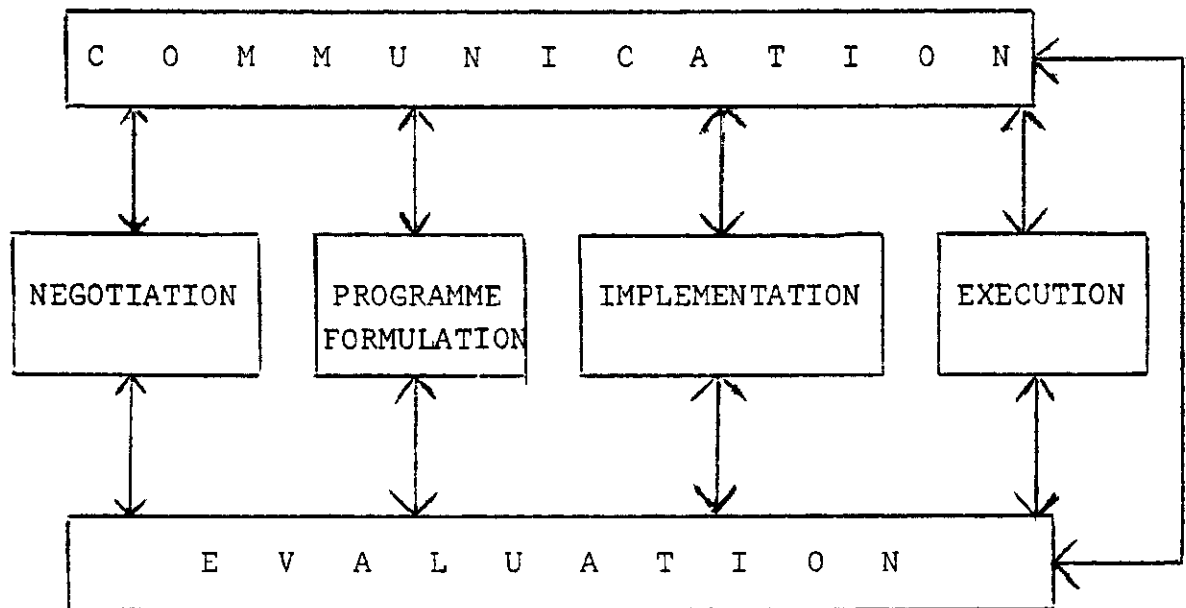
GRAPH III

DEFICIENT ENVIRONMENT → CONFLICTIVE INTERNAL PROCESS ← FEW INDIVIDUAL DEVELOPMENT OPPORTUNITIES

CAPACITY OF EMOTIONAL ADAPTATION DIMINISHES

GENERATES EMOTIONAL INSTABILITY WITH IMPULSIVE DISCHARGES

- DEPENDENT PERSONALITY
- DISSATISFACTION
- IRRITABLE
- REVENGE
- DISTRUSTFUL
- INTROVERTED
- ANXIOUS

- DIMINISHED INTELECTUAL CAPACILITY
- SLOW ASSOCIATIVE PROCESS
- RESTRICTED PERCEPTION OF REALITY
- LOW SELF-CONCEPT
- CONCRETE - IMPATIENT
- IMPULSIVE - NON-REFLEXIVE
- DREAMER
- AESTHETIC VOCATION
- FATALIST

INHIBITORY DYNAMISMS

CONFUSION - INDECISION

EVASION FROM ENVIRONMENT

SEARCH FOR RELATIONS WITH THE EXTRATERRESTRIAL
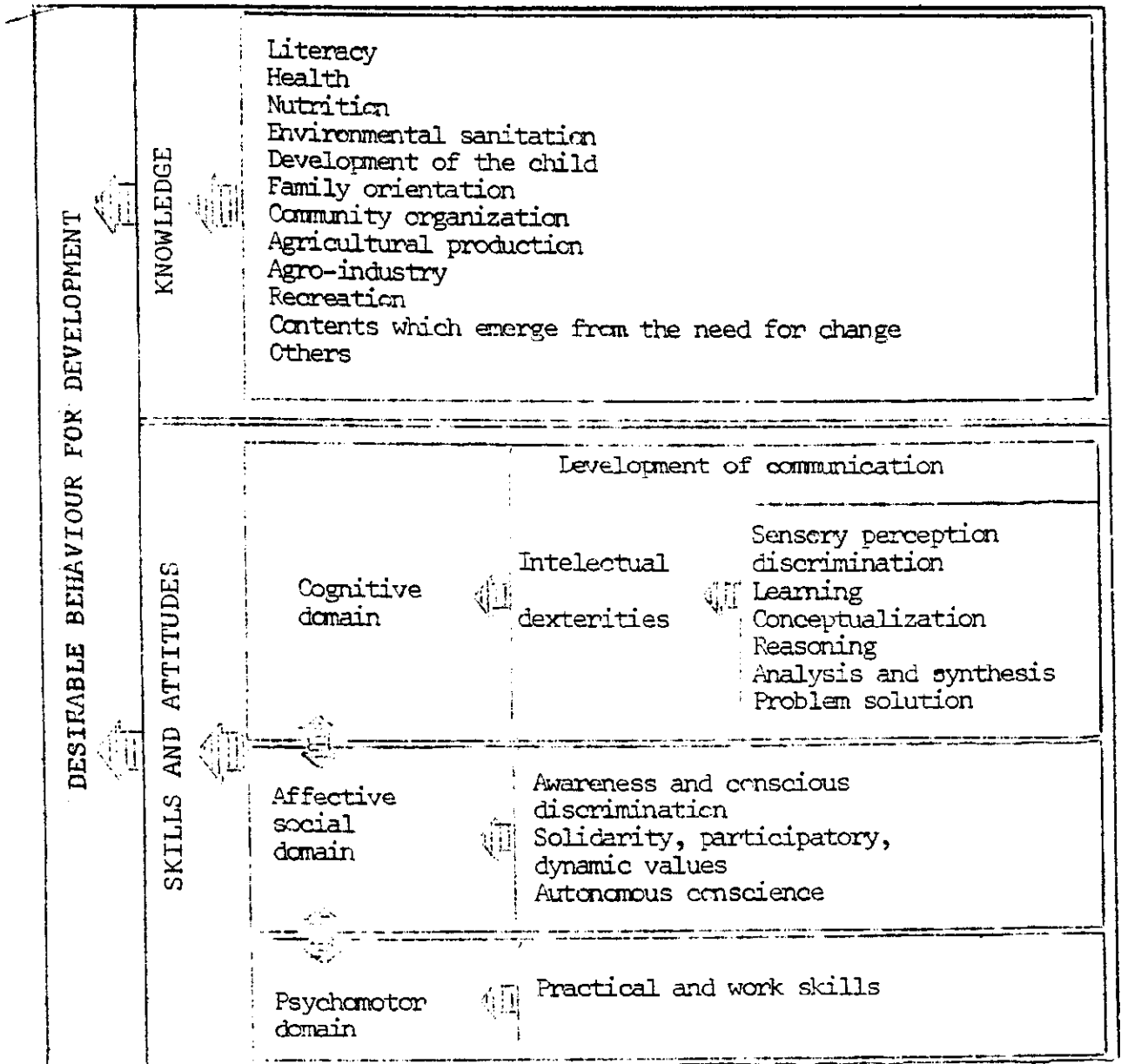
SUPERFICIAL CONTROL OF

REALITY

defined, at the same time, those behaviours that are desirable and that should be aimed at, which were then structured in inter-related blocks, seen as an organic whole; as such, these desirable behaviours constitute what ought to be understood as "behavioural change for development".

2. General Recommendations

These do not refer only to the process of anticipating PSC activities, but to all of the stages of execution. Communication is seen as a component which is present in all the execution stages of a programme as can be observed in the graph:
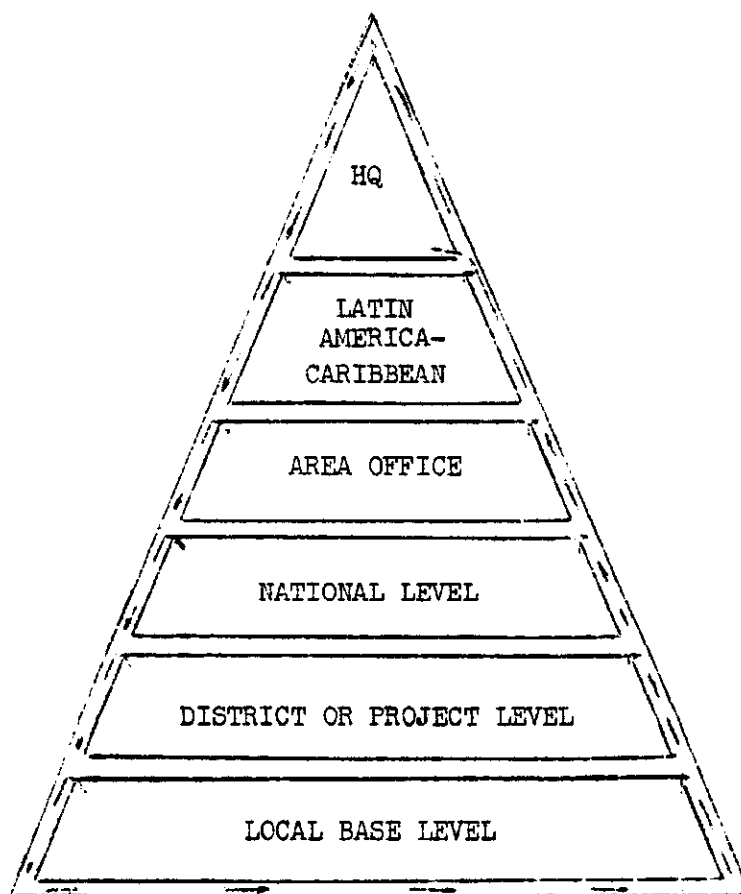
C O M M U N I C A T I O N

NEGOTIATION	PROGRAMME FORMULATION	IMPLEMENTATION	EXECUTION

E V A L U A T I O N

DESIRABLE BEHAVIOUR FOR DEVELOPMENT

DESIRABLE BEHAVIOUR FOR DEVELOPMENT		
KNOWLEDGE	Literacy Health Nutrition Environmental sanitation Development of the child Family orientation Community organization Agricultural production Agro-industry Recreation Contents which emerge from the need for change Others	
SKILLS AND ATTITUDES	Development of communication	
	Cognitive domain — Intelectual dexterities	Sensory perception discrimination Learning Conceptualization Reasoning Analysis and synthesis Problem solution
	Affective social domain	Awareness and conscious discrimination Solidarity, participatory, dynamic values Autonomous conscience
	Psychomotor domain	Practical and work skills

Furthermore, it should be taken into account that these recommendations are formulated on the basis of the functioning of the communication system proposed in Report N°1 of Group III (Graph N°1). This system has different interacting levels within an information and feed-back flow that runs from the base (the programmes) to UNICEF Headquarters in New York. The idea is not to "build an empire of communicators in terms of more staff", but to treat communication in a more logical, ordered and scientific manner, making maximum use of community communication resources and of those of the governments and of the institution. This systematic approach of programme support communication can contribute to help programmes to successfully achieve their objectives and goals.

GRAPH I

LEVELS OF THE PSC SYSTEM

HQ

LATIN AMERICA-CARIBBEAN

AREA OFFICE

NATIONAL LEVEL

DISTRICT OR PROJECT LEVEL

LOCAL BASE LEVEL

As can be appreciated the system considers five levels_
a) local level;
b) project or district level;
c) national level;
d) area level;
e) Latin American and Caribbean level.

a) Local Level

   1. At the phase of preparatory actions for the
       execution of a programme, it is first necessary
       to objectively identify the communication networks
       which are functioning in the transmission of
       messages to the target population.

   2. At the project formulation stage, it is advi-
       sable to start from the results of a basic
       participatory research, carried out by the
       communities, because of its highly motivating,
       conscience-awakening and dynamizing force.

   3. It is necessary to prepare a guideline describ-
       ing the techniques and methods of the partici-
       patory research.

   4. During the execution of the programmes emphasis
       is put on suggesting the utilization of tradi-
       tional communication media, because of its
       efficiency, operational feasibility and low
       cost.

   5. During the execution of programmes, it is
       convenient that, at field level, the management
       of communication activities be assigned to
       community agents adequately trained in the use
       of conventional and traditional media.

6. It is necessary to prepare evaluation instru-
    ments of easy use by the community communica-
    tion agents, so that they may participate in
    the evaluation of the impact and results of
    the communication activities carried out.

b. District or Project level

    1. It is convenient to strengthen the regional
        level (project operation level) with the
        establishment of a communication unit for the
        production of materials. This unit must be
        operative from the start of project formulation
        and its subsequent stages, establishing a
        communication and feedback flow between the
        management levels of the operational sectors
        and the target population.

c. National level

    1. At the political decision level of project
        execution it is necessary to diffuse the success-
        ful experiences, which are replicable, and the
        results of the studies of children's problems
        for the promotion of bigger and better actions
        in favour of children and their families.

    2. At this level it is recommended to identify
        and utilize a distribution and evaluation net-
        work of messages as an auxiliary tool for
        carrying out the advocacy task at the national
        level. For this task, the Information Officer
        of the Area Office should provide periodic advice.

d. <u>Area Office level</u>

1. The role of the Communication Officer of the Area Office should be that of a programmer of communication activities. It is convenient that he counts with basic equipment for the production and reproduction of materials. These should be adequate to the socio-cultural characteristics of the countries in the area.

2. It is suggested that there be permanent training and updating activities for UNICEF staff, either through direct or distance training courses, for their theoretical and technical development.

3. It is recommended that an inventory and study of communication materials which are being employed in programmes, with or without UNICEF co-operation, be done, so that they can be used as reference elements.

e. <u>Latin America and the Caribbean</u>

1. It is necessary to establish regional guidelines for the use of PSC in accordance with the Latin American and Caribbean context and problem.

2. Specifications for the compatibility of equipment used in the region should be suggested and proposed.

3. It is desirable and necessary to update and re-train UNICEF staff concerning technological innovations in the communication field.

4. In accordance with the suggestion made in
    the 1980 Regional Staff Meeting, an Editorial
    Council should be created and become operative,
    with the participation of the Area Representatives,
    to ensure the planned and functional produc-
    tion of publications in the Region.

3. Considerations on Objectives 3 and 4 of the Workshop

The reply to the third and fourth objectives is implicit
in the aforementioned recommendations; nevertheless in this
respect the following considerations may be outlined:

1. Strengthen the national communication mechanism
    in every project, including staff training.

2. In respect to communicators, UNICEF needs profes-
    sionals capable of programming communication and
    co-ordinating the process which includes production,
    distribution and evaluation.

3. The UNICEF communicator should be able to work in
    a team with the programmers and furthermore should
    be capable of providing technical advice on matters
    of his specialty.

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Notes

140 pp. The report contains:
Part I: Introduction (history and concept of the workshop, objectives, methodology, case studies), Summary of discussions and activities; Recommendations;
Part II: Workshop papers and documents: summary of group reports, conclusions and recommendations; opening and closing addresses; summary of major papers
Appendices: list of participants, revised agenda, evaluation questionnaire, list of documents

For scanning purposes, the report has been divided into 4 separate pdf's:
pp 1-25, Part I, Workshop Report, TRIM record CF-RAI-USAA-PD-GEN-2007-000272
pp 27-72, Summary of Group Reports, Conclusions, Recommendations; TRIM record CF-RAI-USAA-PD-GEN-2007-000273
pp 73-108, Opening and Closing Addresses, TRIM record CF-RAI-USAA-PD-GEN-2007-000272; and
Appendices, TRIM record CF-RAI-USAA-PD-GEN-2007-000273

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