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Notes

13 pp

Assesses the state of programme communications in UNICEF's programme in India and notes what needs to be done. The paper specifically addresses programme awareness, training programmes in communication, orientation of district planners, workshop for trainers (including theory and management of communication programmes, adult education, interpersonal communication, media technology and teaching techniques). The paper lays out how these aspects should be accomplished, and what components and inputs they would require.

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PSC Plans and Activities

1.0 AREA-SPECIFIC INTEGRATED PROGRAMMES

- . Area Development)
- . Urban Development)
- . Basic Services Rural Development) Programmes
- . Food and Village Technology)

1.1 Programme Awareness

Although the Centre-State consultations may have achieved advocacy for the concept and planning processes of approach to basic services there is still need to strengthen the understanding of the operational aspects amongst state, including specialised agencies, district/block planners, technocrats and functionaries. In this awareness-creation process the communication inputs are : Information, Education and Communication packages consisting of a slide set, tape/script and back-grounder(s). One package for each programmatic area will be required. The contents should focus on and describe the innovative aspects of the process and how it is to be met in the selected states, districts, blocks and communities. The question, 'What is New' should be answered in these packages. The synergistic qualities of the approach during the planning and implementation of selected or basic services at the district, block/community level should be vividly exposed. A mechanism for accommodating the variance in programme mixes from state to state should be accommodated.

1.2 Communication Training Programmes

The existing political and bureaucratic infrastructure in India are supportive and probably conducive to integrated development support communication. However, it is felt that the role and practice of communication in the facilitation of community participation and development have not been fully realised: and, secondly, the project (extension) staff or functionaries, who appear to be the key development agents in the approach may not be well prepared in the methods and techniques of motivating and educating people and communities to help themselves, however well-versed they may be in their respective professional and technical fields. Hence if the new community participation approach to development is to

succeed there must be a deliberate effort to ensure that these planners understand the concept and practice of development communication and the extension cadres are trained in the theory and practice of grassroots inter-personal and group communication/dynamics, in the effective use of simple communication aids, and the like. To achieve this the following is recommended:

1.2 A Orientation of district planners, government and NGO communicators in Communication for Basic Services

Participants	District
Duration	5 days
Content	<ul style="list-style-type: none"> - Role of programme specific communication in basic services. - Basic services through motivation and participation. - Development and extension. - Communication and social change. - Adult education as a means of development. - Peoples role in the diffusion and distribution of messages. - Planning and implementation of communication programmes. - Basic services through participation.
Outcome	Communication Strategy at District Level Monograph.

1.2 B Strengthening of PSC capacities at State/District level.

Based on the results of a capacities' inventory survey (see section 3) a number of suitable training institutions will be selected. These institutions will be strengthened so that they can undertake

- training of field workers in communication techniques.
- production of learning materials to support community-based activities.
- undertake appropriate rural studies in effective communication methodology and processes.

1.2 1) Workshop for the Trainers of Field Workers

Participants	The workshop will be limited to tutors from the selected institutions in every state and it will focus and emphasise the preparation of the participants to train field workers in the area of communication.
Duration	4 weeks.
Content	<ul style="list-style-type: none">- <u>Theory and management of communication programmes.</u> This course will offer a down to earth treatment of communication theories relating to social attitudes and behaviour change within the Indian context. The communication cycle including planning and organising communication campaigns, principles of management as related to government departments, audience research, monitoring and evaluation, etc.- <u>Interpersonal Communication and Adult Education.</u> Most field workers in rural and urban communities make extensive use of person to person contact and group discussions to initiate individual or community actions, which are supported from time to time by mass media services, especially radio (AIR). Such course will cover subjects such as interpersonal relations, group dynamics, the adult learning process, community motivation techniques, adult and functional literacy programmes in the state or India.- <u>Media technology and methodology.</u> Communication or extension staff usually do not have adequate training or experience in the production or adaptation of educational materials for grass roots level community education programmes. This course should take up production techniques for various economical and community

Content, cont'd:

based media and teaching aids; principles and practice of media mix and budgeting; practical guidelines for sampling; for processing, monitoring and evaluation of messages and materials; utilising or working at community level with mass media campaigns; traditional media, drama and other traditional communication resources and services.

- Teaching Techniques. This is a course in the participatory techniques of training extension workers in the subjects covered in courses described above. It includes syllabi design, organisation of theoretical and practical training programmes in communication for extension staff, introduction of communication techniques into other courses given to extension staff.

Outcomes

In this workshop the following could be the outcomes:

- Communications, syllabi and training guidelines.
- Draft Communications Manual for Extension Workers.

2) Orientation and Training of Field Workers

It has been confirmed to me by Dr. Paul Chowdhry, Director, NIPCCD, New Delhi, that the various extension staff employed by the sectoral ministries and NGOs are well trained in the relevant professional delivery of services, but somewhat limited in:-

- the ability to communicate innovations to the average family.
- utilising communication materials provided by the parent ministries from time to time.
- in the management, monitoring and evaluation of educational components of the various community based programmes.
- mechanisms to generate and feed back basic data gleaned from observation.

Hence it is recommended that an integrated and interdisciplinary 3-week communication workshops-cum-seminars of a maximum of 30 persons per workshop be organised at a district level for the various sectoral ministries, programmes extension and project staff.

1.2 2) Cont'd

Subjects for these workshops should include:

- How people in India learn and accept new ideas and practices (to be based on the adoption process developed by Prof. E. Rogers et al).
- Methods of presenting messages to induce social change.
- Methods of introducing new ideas and new practices to rural communities.
- Group dynamics and cultural factors in behavioural change.
- Communication techniques and interpersonal communication skills - the communication process as relating to the Indian/district situation.
- Proven educational and adult education methodology.
- Simple situation/community diagnostic techniques.
- Introduction to simple sampling, coding and analysis methods.
- Principles of using audio-visual aids.
- Advantages and disadvantages of the various educational materials/media in use in the locality.
- Pedagogy vs andragogy.
- Committee and Group discussion methodology.

Output

- The workshop will enable the field workers to acquire knowledge and skills in communication to enable them to be better extension agents.
- The proceedings and instruments used should be synthesized into guidelines in a form of a PNC Manual for field workers.

1.2 3) Community and Village Family Workers

These community level workers appear under a variety of titles such as Dai, Community Health Volunteers, Multi-purpose workers, Auxiliary Nurse-Midwife, Anganwadi etc.

One of their major duties is to educate and promote community members as individuals or in families or in groups. Therefore there is need to produce materials to support their training courses and their educational responsibilities in the communities. Possible materials are described in section 2 of this document.

1.2 4) Community Education

Community education is the responsibility of the various extension cadres and the community workers mentioned in Section 1.2 (3) above. The orientation and training courses recommended earlier should focus on preparing these extension staff in community education techniques and the single-subject visual materials recommended in action 2 should assist them in their endeavours.

The focus should be on community media which encompasses the following features:-

- messages and media are based on the identified knowledge, needs or gaps and interests of the people;
- the education process and aids lead to more knowledge and skills acquisition;
- enables the community members to practice knowledge gained at their own pace and with the community workers;
- enhances or creates a flow of intra- and extra- community communication;
- compatibility with community organisation and action.

Mass media programmes will or should reinforce their interpersonal interactions.

2.0 Sectoral Programme Components

- Integrated child Development Services
- Special Nutrition Programme
- Water and Environmental Sanitation
- Health and Family Welfare
- Education Development
- Childhood Disability

2.0 Cont'd

The communication needs for these programmes fall into three categories namely:

2.1 Awareness raising amongst policy and decision makers, professionals and technocrats. This is well covered through the various slide sets and brochures and mass media programmes which have been done and stipulated.

2.2 Training of extension workers

Training of the various extension staff in the professional and technical aspects of their job descriptions. To this effect several slide sets and manuals have been produced and some more are planned. These materials are impressive. However, plans should be developed to pretest or monitor the utilisation of some of these materials.

It appears there is a big dearth of training materials on how to educate and motivate people for action. The concentration of the syllabi (for instance NIPCCD's, "Revised Syllabi for Training of Functionaries") tend to be more on the delivery of services and less on how to identify and use the social aspects and issues relating to the health, literacy, nutrition/child health interventions, the trainees will be working on.

The recommendations in sections 1 and 3 of this paper should cater to their orientation in this field. However, consideration should be given in developing simple manuals on how to undertake community education in a more systematic way, and establish a local institutional base/s from which guidance and materials could be obtained

It is my impression that the training/teaching methods, including field training, may need further review so that they are more geared to mechanisms of problem solving as distinct from just delivering services to deal with merely symptoms.

2.3 Facilitating Community Education

This falls into three categories:

2.3 1) Provision of materials, including guidelines to assist the extension workers propagate their messages more effectively. Filmstrips, flipcharts, posters, recorded cassettes, manuals for pump maintenance persons, fall in this category. What works efficiently and is realistic will be determined during the surveys recommended in section 3 and during

2.3 1) cont'd

vigorous testing of old and new materials. Realistic methodology for doing this will be designed and tools developed during the training programmes envisaged in section 1 and,

- 2.3 2) There are materials which are specifically targeted at the mothers, fathers and children and out of schools. The type, focus and format will depend on the messages and skills being learnt.
- 2.3 3) Messages through mass media play an important role if the timing, format and content are within the cultural and educational aspirations of the people. These features should be known through the surveys proposed in section 3.

3.0 Communication Technology, Resources and Services Surveys

Historically and somewhat realistically programmes and PSC inputs have been approached from a national level. This has had advantages (e.g. credibility) and disadvantages (too diffuse and far from project/community need). However with the advent of the area-specific/integrated programmes, the PSC approach has to shift its strategy and focus more and more on specific areas and programmes to meet community education needs at the basic operational unit. This may be a block or a district where the various sectoral and selected services converge.

Because of cultural and political-cum-administrative diversity and geographical distances, it will be impractical to expect the PSC unit based in New Delhi to meet all the specific PSC needs in the projects and districts involved. Therefore local institutions must be identified, oriented and supported to undertake some or all of the PSC activities recommended in sections 1 and 2.

The first step in this direction is to make an appraisal of the PSC technologies, resources and services (both public and NGO) available in selected districts in the States that have accepted the institution of area-specific-integrated development programmes, public services provisions.

A quick survey to identify gaps, problems and potentials of available PSC-oriented capabilities should include:-

Items of data and Information

- Extension workers, Training and research institutions: curriculum capacity, staff, room for expansion of student intake, production facilities, outreach programmes.
- Radio: number of stations and coverage, transmission capacity, time allocation by programme categories, number radio receivers and distribution, details of special services: education, rural development, ethnic, women, children, group or community listening groups, training of radio staff, field radio programme production facilities, audience preferences, public services provisions.
- Television: number of stations/channels, transmission capacity, hours of transmission and distribution of time by programme categories, details of special services education, rural development, women, children etc., television programme production facilities and actual volume and type of production: full-time, part-time, line and commissioned, programme production and distribution policy and regulations.

3.1 Cont'd

- Film: number of cinemas and type (static or mobile), type of films, attendance and demand, production schedules, training and research facilities and capacities.
- Press: number of newspapers and magazines by size and type (language), circulation, readership coverage.
- Publication and Printing: libraries and borrowing, volume of publishing business.
- Extension services: number and distribution by ministry or NGO, services (promotional, educational, therapeutic) performed by extension staff; training material and communication equipment used by extension staff, daily activities and frustrations of the extension worker, extension staff's attitude and perception of community problems, attitudes and practice, training and research institutions and facilities for extension staff.
- Advertising: number of advertising agencies; their origin functions - and activities; volume of advertising business by media, eg. newspaper, radio, and television; advertising rates, government advertising: cost and its distribution over various media.

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3.1 Cont'd

- Popular culture: number and type of folk and popular culture groups and organisations, extent and contents of performance; production, popularity and sale of record albums.

- Educational Communication Resources: Media use (radio, television, films) by location, urban/rural schools, broadcast coverage of schools and broadcast time, purposes and quality of existing programming, costs, production capabilities, schools facilities by location, availability of energy source for receivers (radio/TV), supplementary materials, teacher training in concept and use of this media, community linkages, repair and servicing facilities for hardware, extent of flow of information from schools to community and vice versa.

- Literacy: distribution and coverage of reading materials.

- Other Information Service: number and coverage of information and training mobile units, public information units, religious and other NGO information services and organisations.

N.B. This information or some of it will be useful in:

- identifying institution or individuals who should undertake or participate in the PSC programmes envisaged in this document:
- appraising the disadvantages and advantages of the various media and communication systems and determine extent of their useability;

- identifying media for advocacy activities in various states;
- assisting the States and NGOs in appraising the efficacy of the current community education, media and systems.

3.2 Community attitudes, behaviours and Practices

The stated values, goals and practices in public documents may not give full information on the real goals and objectives respected and pursued by the communities or individuals as far as issues and problems facing them are concerned. Hence the necessity of establishing a KAP benchmark for community-oriented communication programmes, if they are to facilitate

- community knowledge and skills acquisition,
- attitudinal and behavioural change;
- dialogue between community and official/voluntary infrastructures on issues relating to basic services;
- in the design of indicators for the monitoring of the PSC inputs;
- problem-oriented training programmes design.

Hence the following items may give the necessary behavioural and social aspects essential for designing messages and educational materials:

- basic principles of communication rights and responsibilities in the various segments of the communities,
- communication traditions as reflected in popular arts and culture, values and themes;
- leaders opinions on contemporary communication technology (radio, TV, Press cinema, theatre, drama etc.) and their functions on society;
- decision making in a family situation;
- perception of and attitude towards disease, malnutrition, excreta, immunisations, health centres, community workers, TBAs, various water sources;

- community participation laws, cultural norms, trends and systems;
- respected and credible sources of information;
- traditional forms of music and dance and entertainment and their social relationship to social life;
- type of cultural institutions and membership;
- local social and religious organisations and cooperative societies;
- housing and living patterns;
- infant and child nutrition and rearing practices;
- beliefs and practices relating to a pregnant or lactating mother.

The extent and type of information will depend on what is known already, the type of SC needs and community/project complexity. But the simpler the research design the quicker it will be. Long and expensive surveys should be avoided.

4. PSC Material Resource Centre

- 4.1 Identification and dissemination of experience in community-based programmes/projects. This is an activity which has already started under the series, 'Community Action for Basic Services.' I believe the 'case-studies' will continue to highlight critical processes and methodologies which have or have not made a change in the project catchment areas.
- 4.2 A review and synthesis of existing extension workers training syllabi, manuals and guidelines should be undertaken; and a benchmark developed, based on the outcomes of the various workshops and surveys.
- 4.3 If these PSC plans and activities/recommendations are accepted and implemented, there will be a big generation of materials, manuals, monographs and experiences. A mechanism for the collection, analysis and dissemination for these materials to other parts of the country and other offices may need to be instituted.

R R N Tuluhungwa
New Delhi

July, 1981.