PSC PROGRAMMING IN TURKEY

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TABLE OF CONTENTS

	Page
PREFACE	i
SITUATION ANALYSIS	1
PSC IN TURKEY	7
PRIMARY HEALTH CARE	15
LIFE-ORIENTED BASIC EDUCATION	25
BIOGAS	36
FOOD AND NUTRITION PLANNING	44
AGRICULTURAL EXTENSION	50

A P P E N D I C E S

1- PSC Workshop Directorate of Food Affairs

2- Supplies for Food and Nutrition Planning Communications Unit

3- Time Table of Meetings

4- Visits and Meetings

PREFACE

This report represents the findings of a mission undertaken by Maurice Bryan and Hoda Hallab to assess the PSC needs of the Turkey country programme.

Apart from an examination of the overall PSC requirements, the mission also looked into the communication needs in the specific areas of Health, Nutrition Planning Policy, Basic Education, Biogas and Agricultural Extension.

Discussions were held with officials in Government ministries, academic institutions, representatives of UN organizations and non-governmental organizations. The team was greatly assisted in its hectic programme by the comprehensive briefing and excellent arrangements made by the Resident UNICEF Officer Mr. Ekrem Birerdinç; and the co-operation of the UNICEF staff of the office in Ankara.

The recommendations which follow are based on the Mission's identification of priority PSC needs in the respective fields of programming.

Note: The views and opinions expressed in this report are those of the Mission and do not necessarily reflect those of UNICEF.

Situation Analysis

SITUATION ANALYSIS

Introduction

1.1 In analysing the prevailing situation in Turkey it is first necessary to say that like a growing number of countries in the world, it is being increasingly affected by conditions which are hampering its potential for growth.

1.2 In a country, which from its establishment in 1923 has taken industrialization as its major economic objective, the changes in the global economic situation have seriously affected its ability to continue the improvement of living standards of all parts of the country and sectors of the population.

1.3 The strategy adopted by planning bodies in the past has been to improve the effectiveness in the delivery of goods and services through the adoption of high technology systems (industrialization) which required a matchingly high degree of [illegible]bility and accountability in organization, management [illegible] supply.

1.4 This model which was also utilized in the delivery of social services worked well enough for Turkey in a stable social and economic environment, where the continous acquisition of an elaborate technological infrastructure and its attendant skills, promised a full integration into the industrialized group of nations. The global group helped by the participation in two great and devastating wars, had succeeded in creating highly mechanized petroleum based societies bent on achieving an ever increasing gross national product.

1.5 The pressures which this method of national development eventually produces, when superimposed on a strongly traditional agrarian society (60.9% in 1979), were heightened with the onset of frequent price increases in the petroleum market. Not only was these a brain draining migration of the skilled and adventurous to more industrialized north western countries, but social

services which depended on a steady supply of imported materials and skilled technicians also suffered.

1.6 This however did not stop the acceleration of internal rural to urban migration, which has produced a regional imbalance in favour of the more urbanised western region, in which knowledge, opportunity and information have been concentrated.

1.7 Turkey's geographical position with 23,764 square kilometers in Europe and 755,688 square kilometers in Asia, coupled with its historical development have always produced a multiplicity of competing influences, which are still being synthesized in its 67 provinces and districts. However, during the world's pre-satellite information era, in which trading, manufacture and culture had a single centralized focal point, and centrifugal management systems, it was difficult to produce and environment conducive to true synthesis.

1.8 This synthesis however, is vitally important to survival in a global post-satellite age of growing polarity which is enhanced by the efficiency of the same information systems which can increase linkage.

Information climate

1.9 The problem is not in the system but in how it is used, since it is not a question of form but of content. The nature of the global information climate has helped to increase de-volutionary pressures since it is possible to gain information on disintegration much faster than information on cohesion and construction.

1.10 In many countries this has put pressure on individuals to seek stability in regionalism and cultural group identity to the exclusion of the concept of unity in diversity. From the point of view of national management the necessity of developing an information climate geared to cohesive social and national

development therefore becomes more acute.

1.11 The idea of producing an environment conducive to future planning, the search for personal life enhancement and the growth of children should therefore be the top priority of any system of public information since it is mainly through the strengthening of individual initiative, self-reliance and creativity that developments and adaptations suited to a nation's needs can occur.

1.12 This process is vital if the aim is to produce a viable first class original as opposed to an ineffective second hand copy which easily fades and disintegrates.

Management Communication

1.13 In recent years in an effort to manage the use of scarce finances and expensive resources; increase output, and make the best use of existing conditions, various enterprises have been making more use of innovative planning and systems management methods. These rely heavily on the ability of the system to constantly communicate information about itself. This information, leading to and coming from the final point of output, is crucial in the planning process, which is necessary for the efficient running of any modern system.

1.14 Whether it is a five year plan, an interim plan or one which is readjusted from year to year, all plans including budgets are the basic instruments which determine the allocation of limited human, financial and material resources which are available for development purposes.

PSC and DSC

1.15 Project Support Communication or Communication to support the Social Development process as one tool in the management box, has in recent years begun to emerge as a particularly useful instrument and especially in the delivery of social services. Above and beyond infrastructure are the social services which are the non definable items of human existence that determine the real quality of life

and by which the true success of present day societies are judged. These services, i.e. good nutrition, health, shelter and an opportunity for continuing education, can be provided by the recepients themselves or by specialists, but in the final analysis, it is the possession of the services, and the extent to which they are provided which is the determinant factor.

1.16 It is a situation of integrated benefits since the real version for the provision of roads, electricity, water, agriculture, and manufacturing is not as ends in themselves but for the creation of a better environment for the continuation of human existence. The presence of proper services makes it all the more likely that this goal can be realized.

1.17 In communication to enhance social development, the final recepients of the information are varied. In an education reform programme, teachers, and teacher trainees as well as parents and the community are an important target group. In health care, it is vital to motivate doctors, health clinic workers and paramedical staff and the public. In food planning it is necessary to educate policy makers, producers and consumers. In energy production, farmers and livestock rearers whose participation in gas porduction is required, will be on the receiving end.

1.18 The details of the manner in which the communication process will assist, are as varied as the details of the individual overall plans for implementation. Unfortunately however, the term communication in relation to the development of society has tended to encourage one of two categorizations. On one hand as it relates to development plans it tends to mean improved broadcasting facilities, acquisition of new presses or other hardware. On the other hand certain groups tend to think of communication as the production of audio-visual and printed materials only.

1.19 However, if the model for communications for social development and implementation of the communications component of any activity

were to be listed, it would be as follows:

a. Project conceived in ministry or group of ministries.

b. Communications specialist called in to assist in research and project design.

c. PSC unit established, or if already in existence adequately briefed.

d. Pre-project publicity to inform policy makers
to inform the public
to inform beneficiary communities about aims.

e. Further pre-operational research as necessary including baseline data for purposes of monitoring and evaluating effect of proposed communication inputs and of the project.

f. Development of appropriate messages and selection of appropriate media, including pretesting of materials for education, and motivation of recepients and implementers during project. Training of extension agents and others in use of new materials.

g. Distribution of communication materials in step with requirements of project planning, management and public information.. Monitoring response to materials, and making modifications if required. Monitoring response of the overall project and feeding this back to planners and managers.

h. Monitoring and feedback continue. Evaluation of progress takes place at various stages with the result fed back to managers, ministry and planners so that they can continue to improve services.

1.20 It should be obvious from the above list that one characteristic of communication for social development as a planning and implementation tool is that it encourages the use of the decision making process at all levels within the system. Participating

implementers must be aware of the overall aims and objectives as well as be in a position to make plans and take required action at their respective levels. This requires a strong degree of flexibility in the system.

1.21 Once introduced, the benefits should be self evident, however in the early stages, it is to be expected that introducing the concept of communication as an aid to planning and the adoption of integrated decision-making in a rigidly hierarchial system which has few self monitors, will be the real challenge to the development programmes.

PSC IN TURKEY

PROJECT SUPPORT COMMUNICATION IN TURKEY

PSC Policy

2.1 Although being very familiar with the output of communications services which is one result of having exceptionally well developed communications infrastructure, the concept of Project Support Communications, or Communications for Social Development in Turkey, is virtually unknown in the administrative cadres of the various ministries and organizations working for the development of the Turkish economy and the improvement of living standards.

2.2 Some efforts to introduce this idea as an aid to management and implementation of service delivery have been made by international agencies e.g. UNFPA, and especially the Resident UNICEF Programme Officer who has functioned as an ardent and diligent advocate for the adoption of this process.

2.3 During the many visits paid to ministries and institutions, the mission found that communications was often seen as a disjointed appendage to regular activities, which were engaged in, with apparently minimal thought to overall development planning, the proposed audience, or eventual results. Apart from the need for the adoption of newer planning methods in most organizations to make better use of existing resources, when communications was considered, it was seen primarily as the acquisition of various items or systems of hardware for the production of high quality products which unfortunately in view of the excellent technical standards bore little relationship to the real communication needs of the country as those relate to genuine social development.

2.4 In all the places visited, it was impossible to find any individual knowledgeable in communications planning or co-ordination, and those met who were engaged in communications

activities, tended to be specialists in one or other field of production. These specialists who were very proficient technically, even though expressing a desire for greater co-ordination, often worked in isolation not only from their counterparts in other media institutions, but also sometimes from other departments within the same institutions, making for a general state of limited co-operation and needless duplication. The limitations of a tightly structured bureaucratic system were often cited as reasons, but it was clear that individual efforts at liason could be potentially productive. Coupled with those, there was an overall absence of knowledge about determinants such as differences in human perception, pre-testing and the importance of sociological baseline data as necessary factors for effective communication.

2.5 Bearing in mind the integrated nature of social service delivery, it was obvious that it would be very beneficial for the country if those concerned, could begin working towards inducing a greater measure of co-operation and activity co-ordination among the various institutions concerned with communication.

2.6 While there were a number of educational institutions which offered or had recently started to offer courses in television production, journalism and other branches of communication arts, no institution was offering any courses which were in any way relayed to communications for social development or even communications as it applies to extension work.

2.7 One very important factor related to the utilization of communication in the development process was the interest shown by all government officials in learning more about and using the PSC approach once the idea had been introduced. Besides being a reflection of the effectiveness of the advocacy efforts of the UNICEF office, it also promised a good climate for eventual wider acceptance, and practice.

Radio and Television

2.8 With regard to the overall environment for communication however, it should be noted that in spite of the admirably comprehensive broadcast reach of the Turkish TV services, (See Appendix) and the enormous interest TV viewing generates all across the country, it was apparent that this medium presently played a very minimal role in communicating information related to Social Development issues. Having been entrusted with the task of providing news, cultural and educational services, instruction and entertainment, its programming during the prime viewing time of 1900-2400 hours seems heavily geared to airing mainly entertainment, with news being the other main element.

2.9 The ability of education and entertainment when comibined to provide useful information and bring about lasting and profound social development is apparently seriously underutilized by communicators in the broadcasting body and other sectoral institutions. Since continuous education is important in enabling individuals and groups in a modern state to make necessary improvements in their lives, more effort could be made to incorporate elements of useful information into entertainment packages of Turkish TV in order to introduce new knowledge and skills or bring about needed changes in actions or attitudes.

2.10 While radio because of its longer broadcast day is probably more likely to carry development oriented information e.g. farm broadcasts, there is enormous scope for an increase in efforts. Many aspects of the proposed activities in health care, basic education, nutrition policy and home energy production require a substantial degree of community understanding individual responsibility, planning, and action, which in some cases may mean the introduction of new concepts. These concepts

will have to be incorporated into the lives of the population as well as the strategies of the implementers. While it is expected that most of the activities will be carried out on a one-to-one basis in the field, it is important to note that a climate suitable for the introduction of activities leading to social development is a very important prerequisite for success. In the long term, Advocacy for planning and implementation must be seen in its larger social context, and what should not be ignored, is the ability of well presented programmes received by millions, to help make development the focus of national conciousness in order to prepare the way for the presentation of solutions.

PSC Requirements

2.12 In general, PSC requirements in Turkey fall under four main categories:

2.12.1. PSC as a management tool/ In this context, PSC needs to be used in order to assist sectoral ministries and implementing groups in problem identification, planning, organization, resources management, administration and evaluation. Information systems have to be devised in order to improve interdepartmental and inter-regional operational efficiency; to constantly keep all sections informed on aims, objectives and successful techniques and to increase staff motivation.

2.12.2. PSC in training/ In order to enhance pre and in-service training efforts, there is a need for the inclusion of instruction in communication and communication skills in the respective curricula. This is especially necessary for staff who will be going out into the field as change agents and community motivators, who will need to communicate specialized knowledge with particular effectiveness.

2.12.3 PSC for Public Education This is a need which will always exist since adequate information is an important part of the development process. There could be some additional benefits realized if a fresh approach is taken by all present communictors in terms of determining content, style, and methods of delivery. Knowledge of the importance of pre-production research needs to be acquired by all involved in this task.

2.12.4. PSC for evaluation/

The degree to which projects are successful, the sharing of useful information on implementation methods, the effects of planned or existing programmes all constitute important information which can be utilized for any programme modifications. A systematic approach to the collection and utilization of this data by all government organizations is required.

2.13 Timing

Since the initial efforts of advocacy have generated so much interest, and since there are a number of projects which are in the initial stages, the time is appropriate for considering a workable strategy leading towards the permanent acceptance and utilization of communications for social development in the activities of respective institutions in the country.

2.14. Recommendations

The recommendations therefore are:

2.14.1 Liase more and try to work closely with other UN agencies sponsoring communication projects in order to co-ordinate activities and pool resources which can be used for the development of a comprehensive training plan in Turkey.

2.14.2 Organize the translation into Turkish of all presently interntionally available resource material on communication for social development as distribution material during seminars and workshops. The material can be made available via UNICEF's PSC resource channels.

2.14.3. Organize a PSC orientation workshop for directors of all departments in various ministries, as well as project co-ordinators and representatives from broadcasting organizations, in order to acquaint them more fully with the principles of PSC. This is designed to help them understand the concept and to realize the scope for application in their work. This will also enable the communicators on their staff to have some top-level support and make decisions regarding allocation of resources for this reason easier to justify.

Basically, the workshop should deal with the following:

a) Communications as a management tool

b) Use of communication to meet sectoral goals

c) Use of communications in training

d) Planning and co-ordinating communication activities

e) Co-ordination and integration of delivery of information for rural development

f) Communications media and their use in development communication

g) Message research, design and pre-testing and evaluation

h) Alternatives to mass media and their uses.

i) Communication as a tool for project evaluation and monitoring.

2.14.4 Attempts should also be made to encourage the establishment of co-ordinated and effective communication units in ministries or in projects which do not already have these bodies, primarily for planning and not necessarily for production.

2.14.5. An interministerial communications planning group should be established to assess national PSC needs in greater detail to try and co-ordinate their efforts in various fields and to pool resources as the needs arise.

2.14.6. A series of workshops should also be organized for trainers of extension workers, or trainers of trainers, as a prerequisite to providing pre and in-service training programmes for extension workers in Agriculture, Health Village Affairs and teachers involved in basic education.

2.14.7. Suitable individuals in the country should be identified for study trips abroad to familiarize them with the PSC approach, and curriculum development of PSC training material.

2.14.8. A planning co-ordinator operating out of a co-ordinating body like the State Planning Organization or an Educational Institution, should be identified and hired to facilitate PSC activities in the country for an initial three year period.

The alternative is for this individual to be hired by an international agency such as UNICEF.

2.14.9 A suitable educational institution or group of institutions dealing with different aspects of communications for social development should be identified as soon as possible. These institutions should be encouraged to establish departments to give diploma or degree courses in Communications for Social Development, in order to develop in the country a permanent cadre of suitable individuals who could undertake PSC planning and training when the needs arise.

2.14.10. A curriculum for communication for social development suitable to the particular cultural and socio-economic conditions of Turkey should be developed to support all PSC training activities in the country.

2.14.11. Steps should be taken to make writers, dramatists, television and film producers more aware of the need to utilize their talents for the incorporation of national development information into entertainment presentations. This could be achieved by seeking to include national development communication needs on the agenda of writers workshops and seminars and also by putting development communicators more closely in touch with television producers and other dramatists.

2.15. The efforts of Turkey as a nation to meet the challenge of increasing efficiency, production and service delivery for its population in a constantly changing global environment, must to a large extent include an increase in awareness of existing problems and the ability of individuals and communities to provide solutions. Communications for social development could go a long way towards making this possible.

PRIMARY HEALTH CARE

PHC AND PSC IN TURKEY

Health Care

3.1 In recent years it has become increasingly obvious to those concerned with maintaining and improving the health of the population, that the great advances in health technology and sophisticated new techniques in modern medicine have not provided any better health for the vast majority of the populations in developing countries or for that matter in already industrialized societies.

3.2 One of the problems with high technology specialized medicine, is that its area of attention tends to exclude the problems which affect the general majority, and especially in the rural areas where isolation, lack of information and other factors contribute to the complications which arise out of otherwise preventible diseases.

The Socialization System

3.3 Health service delivery in Turkey is based on the system of "socialized" medicine which requires highly trained teams of professionals and an efficiently functioning infrastructure, and which for the most part is curative as opposed to preventive.

3.4 Although concieved as a system of basic health services for the underserved rural population, this form of health delivery, besides being expensive, tends to favour the more industrialized regions of the country without meeting the needs of the rural populations who are at greater risk, with only one physician available for every 10,000 to 25,000 people.

3.5 With 44 out of the 67 provinces in the country already using the socialization system, one complication which has arisen is that in some places where infrastructure and personnel are supposed to exist, inadequate staffing lack of transportation,

and degenerating physical plant, contribute to an under-utilization of existing facilities which therefore causes the system to function at less than full effectiveness.

Van Province and PSC needs

3.6 During a 3 day visit to Van province in the Eastern part of Turkey, the mission was able to get a first hand view of the problems affecting the system. Apart from the administrative and technical problems which will no doubt be detailed in other reports, from the point of view of communication, it was clear that the delivery of health information so crucial in the preventive approach, was virtually non-existent there.

3.7 This was due to a combination of factors. First, because information delivery systems or strategies apparently did not exist; secondly because those in a position to deliver the information did not generally do so, either because they did not realize its importance in their work or as in one case because the worker did not possess the basic information. In the latter it was because as a paraprofessional health education was not part of the training programme.

3.8 In any effort to provide health to the community, the delivery of health information is essential in order to create a public understanding of the causes of ill health and disease. Armed with this basic knowledge people can then be in a better position to take actions required to guarantee their own basic health and well being. This state of awareness in the population can contribute greatly to any system with limited resources, by helping to provide the same or better service at much less cost.

3.9 Of the instances in Van when there were plans to provide health education, this appeared to be governed by the concept of transmission of information from experts and professionals to

the lay public, which fell short of enabling the development of a sense of responsibility among people for the betterment of their own community health, especially in the basic areas of water and sanitation. The only evidence of public health information materials were a few elaborately produced posters in the provincial health centre, which bore little relationship to the real health problems in the province, or to the interest of the people in absorbing such messages.

3.10 From the communication standpoint another contributing factor to general system failure, was the lack of flow of information within the existing structure. The socialization system is based on the Health House at Village level staffed by one Rural midwife with the Health Centre being the referral site for several Health Houses all under the supervision of the Provincial Health Directorate. However, with 28 Health Centres, 51 staffed Health Houses and 21 village based midwives listed as existing to serve a population of 420,000, the communication needed to manage this widely dispersed network seemed difficult to maintain.

3.11 In terms of systems management, it was apparent that more could be achieved with the present resources if there was greater use of communication in order to increase supervision from intermediate and central level; to aid maintenance of proper procedures and decrease the sense of isolation in areas which are often cut off for months on end during the winter.

3.12 It was also noticeable that for the most part the health system did not seem to have become integrated into the communities, nor did the personnel exhibit any accountability to the community which they served. This inevitably cut down on the potential for the flow of information from the people to the system which is necessary in order to build up a health profile.

3.13 In reality, health cannot develop in isolation, since it is connected with the overall state of the community, including agriculture, economics transportation and other factors. It is for this reason, that therefore, more communication between the people and the health system would be useful, especially in gathering basic information on the area, the settlements and general state of health for monitoring, planning and evaluation, and improvement of service delivery.

3.14 Given the difficulty of communicating within the health system, itself, it is to be expected that communication from the health system to other government sectors involved in national development would also be limited. The mission found no evidence of co-ordination of activities at field level between the health system in Van and the other sectoral ministries extension agents.

3.15 Bearing in mind that most members of the community have some connection with the school system, either directly or indirectly, nevertheless it seemed that little attempt was made to liase with the teachers or to incorporate health activities with the schools in any comprehensive manner. Since, health is only one component of an interconnected package of efforts designed to imrpove the lives of the people and to develop the country, it is very essential that communication is established with other sectors involved in this task such as Village Affairs, Agriculture and Education.

3.16 The situation of the health service in the Province of Van has caught the attention of the MOHSA and with the realization that the system was not delivering as intended, the Ministry has shown an interest in Primary Health Care; an approach which has attracted the worldwide attention of health planners since the 1978 International Conference on PHC held in Alma Ata USSR.

3.17 While PHC has some important conceptual differences especially in the area of community involvement, individual responsibility and self reliance, the necessity for proper planning and management will still remain, and in some instances become even more crucial. One important lesson to be learned from the problems of the socialization scheme is that even though it is possible to devise a system and clearly define its objectives, as in other programmes aimed at development, it is often the detail of implementation which leads to failure to meet these objectives.

3.18 Primary Health Care as a system, makes even more demands on doctors to take on managerial roles; requires even more initiative and dedication from field staff; needs more community mobilization and collective responsibility, more inter-sectoral co-operation; more health education; more training of para medical staff; and more communication to help all this along as well as to reach the public.

3.19 In a primary health care system, there will be need for at least six categories of information:

a) General health oriented information from the organizers to the people, designed to educate specific individual and groups on the importance of Health in achieving personal and community goals.

b) Information from the organizers to the people to promote community participation and action in the Primary Health Care Programme.

c) Organizational, administrative and technical information necessary to train staff from health and other supportive sectors to contribute to the planning.

d) Organizational, administrative and technical information to and from practitioners within the system as an ongoing management feature.

e) Information from people to people as individuals within a community or between communities as an aid to idea acceptance and mobilization

f) Information from public to PHC workers and administration on effects of implementation for research, monitoring, evaluation and programme modification.

3.20 However, given the situation which exists in the present system and the difficulties which have been encountered, it is in the

area of policy formulation and management where communication could have its greatest long-term effect if introduced from the initial stages of PHC implementation.

3.21 Recommendations for PHC

3.21.1 In reality, it will be impossible to undertake an adequate PHC programme without sufficient support from the central level. In a centralized system such as the one that prevails, it is often impossible to achieve action unless it is seen by all that there is a climate of acceptance coming from the centre. It is therefore recommended that steps be taken to have the government formally and officially declare its acceptance of the Primary Health Care approach as the strategy which will be used for health care in the country. This can then be publicized so creating the required environment which could then be communicated to field level implementers, and the general public.

3.21.2 In view of the number of donor agencies with specific interests which will be involved in PHC and because of their awareness of communication, it is recommended that strong interagency links be established with all donor agencies involved in various elements of the Primary Health Care programme, as a means of co-ordinating PSC activities in the project area as well as the country.

3.21.3 The scope of PHC will require co-ordination at all levels and in view of the importance of communication, a communications planner should be hired to co-ordinate the activites of the various media institutions currently producing and distributing health related information.

3.21.4 The planner should assess the existing health information material with the aim of checking its effectivneness, and use-potential in the pilot area, with special regard to its capacity to provide solutions to health problems.

3.21.5 The planner should work closely with a communications co-ordinating committee which could be an arm of an inter-ministerial task force on PHC. Through the interministerial contacts, the planner should have access to enough resources to produce and distribute health information for use as aids by extension agents or to go directly to the public in various forms, with the aim of encouraging individual and community action among other things.

3.21.6 It is recommended that a supplementary set of health information material be produced with careful prior pretesting to ensure comprehension by the rural target communities. These should be solution oriented, and produced in easily understood language. Special efforts should be made to place these in schools and reports on the use and effectiveness should be sought.

3.21.7 It is recommended that in the long term, PSC and health workshops should be held for provincial health directors and other PHC staff to increase awareness of the benefits. These workshops should also include extension workers from Agriculture Village Affairs and other ministries operating in the pilot area, and whereever possible an intersectoral field team for health communication should be established.

3.21.8 As a communications aid to management, a PHC field manual should be produced, spelling out in detail the various management steps to be taken by the individuals in the entire team in the PHC system. This should be produced by an authoritative source; should be well illustrated and contain information on effective communication.

3;21.9 A PHC Newsletter should be produced on a regular basis, containing information on implementation, cross references of successful approaches, management news, and other

organizational and technical information. This would serve as a link in the administration aid the sharing of experiences, and help provide a regular forum for health workers at all levels. The production of this should be the task of the communications co-ordinator.

3.21.10 In view of the demands of the PHC system, the PHC workers in the field should be trained in communications skills. Those already in the field should be given in-service training, and newer members should be given pre-service training in communication, especially as it relates to community motivation and the use of health education material. Special emphasis should be paid to the training of the para professional so called 'frontline' worker in the PHC system, including the use of simple visual aids.

3.21.11 To facilitate communications activites at field level, a Provincial Health information officer should be placed in charge of district and village level communications. The Health Information officer should report directly to the Provincial Health Director and maintain close contacts with extension staff of other ministries working in the field. In the area of information dissemination, the officer should ensure that information material is distributed widely and that it is effective, and used. This officer should also be in a position to recommend the type of information material which is required, and if unobtainable in the provicce should be able to have it produced in the appropriate centers through liason with the communications planner.

3.21.12 An additional task of the health educator/information officer will be monitoring the ongoing programme and data collection. Regular trips should be taken around the province, to check community response to health activites in the various areas,

and to ensure health information is effective. Monitoring should also include reports on the status of health facilities and community health. For this purpose the officer should be issued with a portable video machine. This could be used to bring back visual reports to supplement data in order to build up community profiles useful for planning and evaluation. In addition the video unit could carry around messages to field workers from the central administration at provincial or national level as a means of motivation or for on site, in-service training purposes. This system could also be used as a channel for information from health workers in the field with regard to problems or success they are having as another aid to the management process. The health educator/information officer would also gather material for the PHC newsletter and if necessary compile a small provincial version, to supplement an eventual national PHC edition.

2.22 Conclusion

In the long term, the success of a more responsive health service will really depend on the approach taken by the health professionals who will need to function in close co-ordination with the community in a condition of mutual respect. All things considered, this will undoubtedly require a major degree of role re-definition, of which examples must exist in the society; these examples can then be absorbed by those already in the roles as well as by those seeking to make a career out of the medical service eventually.

3.23 In view of the integrated nature of human development, serious consideration must be given to the use of the mass media to help re-define these health roles in a form which is not necessarily overt and obvious, but which can still be absorbed.

3.24 The television serial, the soap opera, the radio drama, and the cinema story are all excellent vehicles for presenting images of role behaviour indirectly and in an entertaining manner. A mystery, a romance, an action thriller, all have instances where main or supporting characters can interact with the medical, legal, scientific, or agricultural professions either directly or indirectly. It is during these moments that attitudes and approaches can be presented, not overtly stated but as part of the ongoing drama of life. It should be noted that these roles are already presented in the imported entertainment packages which provide examples that bear little relevance to the needs of the majority in the country but still help to alter perceptions in a predominantly agrarian society with industrial aspirations. Among other things communication is culture, and like communication, the quality of the health service can also help to define the culture. In the long run they must be mutually supportive.

LIFE-ORIENTED BASIC EDUCATION

LIFE ORIENTED BASIC EDUCATION

The Educational System

4.1 The present educational system in Turkey, was developed in the early twenties during the same period that the country adopted the Latin alphabet. This system which is patterned after an earlier European model, now suffers from the problems of a structure which has remained tangent to the realities of national life and which is no longer as valid in a modern society.

4.2 The heavy emphasis on theory in the curriculum, leaves little opportunity for students to acquire practical skills or to relate rote learning to activities for self-improvement and the development of the country. In addition, the confinement of teaching to the four walls of the class room encourages the isolation of schools, teachers and students from the needs and activities of the community and greatly lessens the role of the school in developing positive attitudes towards national development goals and facilitating activities to achieve them.

4.3 Other factors which indicate the extent of the problem, are the increasing rate of drop outs especially in the more traditional rural communities, and a tendency for female students to eventually fall back into illiteracy (only 43% of those between 13 and 15 are in secondary school). Striking differences in school enrolment also exist between rural and urban areas and between male and female pupils.

4.4 This state of affairs points to the need for a radical change in the educational system, and the Ministry of Education being aware of all of the above mentioned problems, will be undertaking an extensive situation analysis and problem identification exercise which will lead to the development of a more functional and life oriented curriculum.

PSC Needs

4.5 Advocacy for life-oriented education by UNICEF has been extensive, and has borne fruit in the form of a July 1980 workshop which has held for regional directors concerned with basic education in the Ministry, in order to draw the baseline for the project.

4.6 The need for advocacy, however is still strong, primarily among decision makers and planners who set the tone for acceptance. Advocacy will be required to produce a realization of the new role of the teacher as someone involved in the community and of the necessity for community involvement in the teaching process. This advocacy is required in the Ministry of Education as the interactive role of the teacher as a facilitator of learning and development, will require understanding and support of supervisors, and other administrative levels all the way up to the decision makers in the organization. It is of course vitally necessary for teachers themselves to understand and accept the concept, but it will be unrealistic to expect them to undertake such a function without widespread ministerial encouragement and approval.

4.7 There is a need for emphasis on the role of the teacher as a facilitator of learning; as an indentifier of the learning resources in the daily experiences of the children in their social relationships, cultural life, physical environment and the work places of the community. Teaching should be advocated as a co-operative effort of the whole community in which the teacher has the partnership of other workers in the community, in the field of health, agriculture, transport, religion, commerce, manufacturing etc. The understanding and acceptance of the public of this new approach is vital and decisive in obtaining their co-operation in the teaching/learning process and consequently in the success of the system.

4.8 In addition to the public, the teachers' co-operative role with other development agents in the community will also need the understanding and approval of other sectors working towards development, and mechanisms to co-ordinate activities will have to be developed. Consequently, the adoption of the life oriented approach needs to be shared with all the other ministries and various concerned bodies. In order to achieve this, the new role of the teacher and the school, the new approach to education and the desectoralization of educational establishments should be propagated to the decision makers and planners in government and non-governmental institutions.

4.9 Information also needs to be directed at the provincial authorities concerned with education and other aspects of development, to encourage awareness of this new approach to education, and the role these authorities should play in an integrated approach to community, provincial and national development. Among other things, they should be made conscious of their own responsibility in promoting the new educational ideas and especially in feeding back the knowledge of their local conditions to the central authorities.

4.10 The isolation of the national media from the educational process should no longer be taken for granted. Whether it is realized or not they are already involved in "education": moulding attitudes, popularizing certain ideas, approaches and perceptions, and therefore their conscious participation for beneficial purposes should now be sought. The national media has a very great role to play not only in promoting and supporting the new approach but also in contributing to its implementation in the future.

4.11 PSC Recommendations

4.11.1 It is clear from the above, that establishing a two way flow of information between the central ministry and the field, passing through the various administrative categories is a vital task which is necessary for successful planning and implementation of the life oriented education programme. The foremost necessity therefore is to begin with advocating the importance of communications in planning, training and implementation of the project, as well as in bringing about the necessary attitudinal and behavioural changes. It is therefore recommended that the Ministry of Education and particularly the 'Basic Education Project Group', attend a planned PSC workshop, to be held in Ankara.

4.11.2 A communicator with a supporting team should be seconded to project on a full time basis in the early planning phase i.e. situation analysis stage. The role of the communicator would be to develop a communications plan which will be an integral part of the project, taking into consideration the various stages and in accordance with the work plan.

Among the major tasks of the communicator and team would be:

a) To make the concept of life-oriented basic education known to the varous government and non-governmental bodies concerned with national development, using information materials national media and other devices, as required.

b) To ensure that the government and the public are aware of the situation of primary education in Turkey and its ramifications for the future of the country by co-ordinating the production of information materials, radio and television programmes and any other devices which might be useful.

c) To assist in the gathering of data during the situation analysis phase by arranging for the preparations of necessary forms or charts, or compilation of supportive, audio and visual documentation to aid the analysis.

d) To raise awareness in government and the general public of the new role teachers can play and the important role of parents and the community in the teaching/learning process using all possible media and communication approaches;

e) To make teachers aware of their expanded role as organizers of the learning/teaching process and as change agents in the community through special newsletters, produced on a regular basis; organization of teachers' days in various provinces; production of teachers kits etc.

f) To assist in the training of teachers on the new teaching methods through the production of various training aids.

g) To ensure the development of an understanding of concept of life oriented education among direct supervisors of teachers' to the new role of frontline staff in order to produce the required changes in their supervisory and monitoring methods, with special emphasis on community participation and interpersonal communication workshops.

h) To collect information on instances of life-oriented education which may already exist in a non-formal manner in Turkey, and to document these using audio-visual means in order to facilitate acceptance of idea and provide workable homegrown examples.

i) To collect information on experiences in life oriented education in order parts of the world, as well as examples of audio-visual support material from elsewhere which can be used directly or which can be adapted to the Turkish situation; and to disseminate this information to the various concerned bodies.

j) To co-ordinate communications activities with other ministries involved in extension work, to ensure the suitability of their communications support material for basic education purposes, to avoid duplication, of production efforts, to encourage co-production work and to facilitate distribution.

k) To ensure that there is a regular flow of information from the field through Provincial educational authorities, to the central authorities and the public, on the status of the adoption of the basic education system as examples of successful approaches or to aid system modification.

4.12 The communicator who will be responsible for the above tasks may require additional training in the principles of PSC. It is recommended that as a first step the communicator might benefit from attending at seminars workshops etc. to be held in other parts of the world on the subject of PSC.

4.13 It would also be useful if the communicator could attend a short course in PSC in one of the foreign universities which offer the subject. Once the technical expertise is acquired, the facilities for communications productions should be no problem as the Ministry of Education is well equipped in terms of hardware.

4.15 The role of the communicator is very likely to enlarge as the concept of life oriented education spreads, however some thought should be given to the role of communication within the school system itself.

4.16 One important feature of the ability to make decisions and contribute to personal and community development is the capacity of an individual to assess a situation, analyse the various factors, and develop a solution and workable plan of action; including all the required details.

4.17 It is therefore important in any life oriented system of education that the individuals develop this capacity starting with their own communities. However 'situation analysis' the important first step in the planning process, cannot proceed without knowledge of how to gather and process relevant information.

4.18 It has often been claimed by those who deal with the visual image, that the discipline required to collect information and supportive images and compile them to produce a narrative, leads to an increase in powers of observation, and the capacity to analyze motivation and content. This suggests that programme production can be used as a learning tool which can aid investigation and the development of environmental awareness. If the process can be encouraged to be profound enough it can also be used as the preliminary stage of problem solving.

4.19 Small format videotape because of instant playback and reusable tape, is one tool which is very suitable for this purpose. With a minimum of training, most people can gain sufficient skill with video to make tapes that show aspects of community life, people, and events. The tapes can then

be used in discussion sessions, to share, analyse, critique and feed back information on conditions and opinions and to increase understanding of any situation; e.g. health conditions in the community. The tapes can then be shown to the community later as another feature of school/community interaction.

4.20 There are two cassette formats widely available in video which could be suitable for this purpose. There is the 3/4" U-matic and the Betamax 1/2" cassette. The former is useful for producing broadcast quality video material while the latter is more suitable for playback viewing and with a black and white camera could be useful for a school based video-learning project.

4.21 It is recommended that the use of video be considered as part of the life-oriented approach, possibly beginning with a few pilot schools. The details of electrical supply, machine maintenance and community attitudes to images will have to be investigated as these will determine areas of placement and possibilities of success.

4.22 Videotape playback recorders in the school system could also be used as a means of distributing centrally produced material. The present emphasis of the educational broadcast system on elaborate studio based prodctions should be discouraged in favour of more mobile versatile small format cassette systems (3/4") whose technological improvements put it on par with older large format modes (2"), while providing far greater mobility and a better chance of capturing everyday realities.

4.23 It is recommended that either the educational broadcasting system or some other suitable institution be encouraged to produce a series of videotapes dealing with topics relevant to a basic life-oriented education approach using the open air 3/4" Electronic News Gathering technique which can then be packaged for distribution on 1/2" cassettes. Programmes can take the form of relating everyday activities to practical school subjects, so providing information on both angles, e.g. A Day in the Life series:

·The Bank - as an aid to mathematics and an introduction to credit system and accounting

·The Airline Pilot - as part of a lesson weather, meterology and geography.

· The truck driver - as part of a lesson on marketing and distribution of produce.

·The Vegetable Farmer - as part of a lesson nutrition and plant life.

·The Provincial Governor - as part of a lesson on legal affairs and state management, etc.

4.24 Besides increasing awareness of the mechanics of the society, the series could also be useful for providing role models, decreasing gaps in knowledge of urban and rural children about respective lives; developing new concepts of the place of females in the society; illustrating differences between titles and functions, engineer vs technician and increasing the understanding of the interaction of various regions of the country in national existence.

4.25 A series of this nature will require sensitivity imagination and careful planning, and could be considered as a project in itself with its own task force, since it is in essence, the development of a video curriculum.

4.26 However, video is merely a medium. Similar aims may be achievable on a more modest basis in the school system by the production of community newsletters or 'newspapers' by schools, using duplicating machines. Pupils will still be required to investigate the community and analyze situations, but instead of video, the final product will be printed material produced by the pupils under the guidance of the teacher. This can also serve to extend literacy and encourage school/community interaction. It is therefore recommended that where the use of video is impossible the school newspaper approach be used, and for this purpose the logistics of supplying schools with manual duplicating machines and materials be considered.

4.27 One of the problems with language is that besides being cohesive, it can also limit access to useful information and ideas which may originate elsewhere. One means of combatting this is to introduce a second language into the school system. It might also be possible to have a special programme of translations, in which interesting pieces of information are digested into a single document. It is recommended that the Ministry of Education or some other institution produce an attractive, well illustrated children's magazine using the life-oriented development approach. This magazine could also be used as a teaching aid, either sold at a moderate price on all newsstands or distributed specially to schools. Besides being used as a channel for relevant information from other parts of the world, the magazine could deal with conceptual issues e.g. planning; or development issues e.g. agriculture, health etc. If devised properly the magazine could also reflect

and supplement topics dealt with by the video series, helping to achieve the same aims, while providing a common focal point for all the country's children.

Conclusion

4.28 The introduction of the life-oriented education approach, could be a long process especially in the face of strongly held traditions. While tradition on one hand can produce isolation, on the other it can be viewed as a useful buffer against the vicissitudes of an increasingly homogenizing world. The task will really be to work out a useful compromise, and given the nature of education as being basically a process of information distribution, then support communication could certainly be of great assistance.

Biogas

COMMUNICATION AND THE BIO GAS PROJECT IN TURKEY

Introduction

5.1 Methane is a colourless odourless inflammable gas which occurs naturally in association with coal and oil deposits. Methane can also be produced through fermentation of human, animal and agricultural waste materials in the absence of air, and when produced in this manner is commonly known as Bio-gas.

5.2 A typical bio-gas plant consists of two parts: the digester or fermentation tanks, and gas-holder which is an airproof container. Bio-gas has numerous uses. Apart from fuelling cookers and home heaters, the gas can also be used to power water pumps, electrical generators, or tractors, and an added advantage is that the digested material makes an excellent natural fertilizer.

5.3 Bio-gas plants have been known for decades, but recently, with the sharp increase in petroleum prices, it has become necessary to seek alternative sources of energy, and especially forms which can be used in a rural environment. This has prompted numerous feasibility studies with the aim of eventual adoption of this method.

The Biogas Project

5.4 The Govennment of Turkey, working through the Ministry of Energy and Natural Resources; The Ministry of Village Affairs and Co-operatives, The Ministry of Food, Agriculture and Animal Husbandry, The Mineral Research and Exploration Institute with general co-ordination being in the State Planning Organization, have with the assistance of UNICEF embarked on a project to promote the use of Bio-gas in Turkey.

5.5 In the short term, the project aims at constructing a prototype experimental cold climate bio-gas plant in the State Production Farm of the Ministry of Agriculture in Mus.

.Increasing the technical expertise and know-how of the Project Engineering Team regarding cold-climate bio-gas technology.

.Designing a comprehensive training programme for villagers on bio-gas technology and other related issues.

.Preparing a methodology of country-wide implementation of bio-gas technology in the rural areas of the eastern provinces of Turkey.

5.6 In the long term, it is expected that bio-gas technology will be introduced throughout the country with the aim of reducing broncho-phneumonia by better house heating, improving environmental sanitation by massive use of animal and human excreta, and providing an important input into the Turkish economy through the provision of energy and natural fertilizer.

Visit to Mus

5.7 As part of the fact finding activities, the mission visited the prototype experimental cold-climate bio-gas plant which was still under construction at the cattle shed in the State Farm at Mus. Construction was progressing extremely well and preliminary tests were scheduled to start by the end of the summer. The project engineers were very enthusiastic and from a PSC point of view this was especially good since enthsiasm can be contagious.

PSC and the SPO

5.8 While being familiar with the term PSC, the co-ordinator of the Project in the State Planning Organization who the team met on their return to Ankara, had some difficulty in seeing how PSC could be used at this stage of the project. There was a feeling that it was far too early to consider anything faintly related to communication since there were not only a number of problems to iron out in the design, but also decisions to be made with regard to kind of system (commercial versus individual) which would eventually be adopted.

5.9 It was not the appropriate time to get into the details of how support communication could be useful in the early planning and research stages of the project, and since the project co-ordinator expressed a willingness to attend the proposed PSC workshop for directors and co-ordinators, PSC plans will be formulated in greater detail by the SPC.

Potential for acceptance

5.10 In general, it can be said that once the problems of design are solved, there should be very little difficulty in gaining acceptance by the population. While not having been trained in any communication skills, extension workers over the years have established some contacts with farmers. The educational level of the farming population is modest, but it is generally felt that their practical farming skills are considerable.

5.11 In the rural areas, face to face communication carries most of the information. The main influences on public opinion tend to be fellow villagers religious and political

organizations, television, and to a much lesser extent printed matter. In general there is not a great body of of technical information available to farmers, and although radio is used, it may not be always possible to follow this up.

5.12 In the past when other techniques were introduced, e.g. tractors, the selling factors have been cost and efficiency. However the problems experienced then were related to lack of training in maintenance which resulted in eventual malfunctions.

5.13 PSC Needs

The communication needs for the Bio-gas project will be:

a) In the early stages to develop a body of information relating to villagers willingness to accept this new technology, for planning purposes.

b) Once this willingness is ascertained to discover which of the two systems would be most acceptable and where.

c) To develop a joint communications programme by all Ministries concerned to introduce the technology to rural areas.

d) To introduce information regarding bio-gas and its uses into the national conciousness in order to generate interest and individual initiative.

e) Improve the communication skills of extension workers charged with the task of introducing bio-gas to villages.

f) Assist in the training of extension workers who will be dealing with bio-gas.

g) Produce a body of information material, relating bio-gas to other aspects of life, i.e. health, sanitation, economics.

h) Produce communication aids for extension workers involved in biogas.

i) Provision of regular reports on progress of bio-gas implementation and technology to media outlets.

j) Collection and translation of information on bio-gas technology from other countries to bodies concerned with technology, for distribution or inclusion in newsletters etc.

k) Introduction of bio-gas information into the educational system either to technical schools or as a component of basic education.

PSC Recommendations for Biogas.

5.13.1 Either as a result of building a communications team out of existing human resources in the participating ministries or by placing communications responsibilities solely in the hands of one Ministry e.g. Agriculture or Village Affairs, a Communications team should be immediately assigned to the Project.

5.13.2 The initial task of the team would be to assist in data gathering preparing required questionnaires and charts, carrying out interviews with residents of the proposed areas where bio-gas is to be introduced.

5.13.3 As a special project or as the result of general training schemes, the extension workers charged with introducing bio-gas to the village should be involved in a PSC training programme which would enable them to engage in community diagnosis and plan communications strategies as well as improve their information delivery skills.

5.13.4 Another task of the communications team would be to assist in the training of the extension workers by preparing information which would give them a better idea not only of the problems which might be involved in passing on information about bio-gas but also help to give them a much better idea of what bio-gas technology is about.

5.13.5 The task of the team should be to produce information aids for use by extension workers e.g. a flip chart or flash cards which detail the construction steps of a bio-gas plant. A table top model out of cardboard styrofoam or plywood to put the structure into three dimensions for the rural interested.

5.13.6 A set of booklets for extension workers in various ministries should be produced, relating bio-gas to health, sanitation and agricultural land management.

5.13.7 In order to introduce the concept of bio-gas to the nation, on the opening or start of operations of the prototype plant, extensive media coverage should be sought in television, radio and print by inviting some public figure to attend. The opportunity will then exist to introduce background information on the nature of bio-gas and it's eventual importance to the Turkish economy.

5.13.8 As a follow up to this, the media should be in a position to receive regular press releases on the acceptance of bio-gas by the public and progress of the project.

5.13.9 If communal systems are found to be better and more efficient, in some places, the team will be required to devise a strategy which stresses the need for co-ordinated community effort or to influence local authorities to undertake the management responsibility this will entail.

5.13.10 The creation of a bio-gas newsletter or feature service which will inform extension agents around the country on adoption and bio-gas related technology in the country as well as present information from around the world should be considered.

5.13.11 The creation of a travelling bio-gas exhibition for use at fairs and other gatherings should be created. This could be in the form of a large vehicle with "Bio-Gaz" in large white letters approximately one meter high painted on a red background on the sides and back. This mobile should contain a demonstration kit, consisting of a model biogas plant; instructors for demonstration purposes; a videotape on the steps involved in constructing a biogas plant, and if possible a film on biogas uses in other countries, especially Switzerland and India. It should also contain bio-gas related components, such as stoves, heaters etc. This mobile should consider early spring as its peak time just before the weather turns warm and it is cold enough for people to still be thinking of heating systems. The mobile should be gas heated of course.

5.13 The idea of setting up biogas plants in schools should also be considered in view of the growing importance of the teacher in the basic education system. If possible as an educational exercise, children should help in the construction of the plant. The practicality of obtaining regular supply of slurry will also have to be considered but it is possible that in view of the potential close relationship between teacher and community that this could be overcome.

5.13.14 As a promotional exercise in the community the idea of giving out pennants to individuals who have undertaken to build bio-gas plants could also be considered. These pennants having white letters on red background in the initial stages would indicate the houses where biogas construction has or is taking place and could serve the same function as the demonstration farmer technique.

FOOD AND NUTRITION PLANNING

FOOD AND NUTRITION PLANNING COMMUNICATIONS

Introduction

6.1 The Directorate of Food Affairs (DFA) within the Ministry of Food, Agriculture and Animal Husbandry is the body entrusted by the State Planning Organization with the responsibility of food supply planning and with an overall policy formulation and co-ordination of activities related to the general nutrition situation in Turkey. To assume this responsibility and particularly, its co-ordinating role among the various ministries whose strategies and functions have direct and indirect impact on the nutritional status in the country (e.g. Ministries of Agriculture, Health Educationaand Village Affairs ....) the Directorate has identified communications and information as vital features of its work. Its main and immediate concern is to increase the awareness and improve the understanding of the government and the general public of the relationship between food production, distribution and the availability of basic services on the one hand, and the welfare and nutritional status of the population on the other. In addition the Directorate is responsible for promoting new ideas about nutrition and keeping the government and the public informed of the nutritional status of the various groups and communities in Turkey.

6.2 A Communications Unit exists in the Department of Training and Extension of the Directorate, in order to facilitate the work of the organization. With the realization that this Unit is possibly underequipped in terms of personnel training and supplies if it is to adequately assist the Directorate in assuming the new responsibilities, the DFA requested UNICEF's

assistance in training the communications team on the principles of project support communication.

The Communications Team

6.3 The team consisted of two graduates of the Journalism institute and a nutritionist who have been working together in the Unit for the past ten months. Their work was restricted mainly to the production of consumers' bulletins primarily about the nutritional value of certain foods. It was clear that the production of this material was done in isolation from the largest audience. The problems with which the bulletins deal were identified without the framework of a plan or an assessed need study. Factors such as audience research, message pre-testing and evaluation of communication activity seemed to be outside the realm of their pre-service training end consequently of their communication approach. Training sessions (attached is a detailed report) were enthusiastically received and judged to be timely. The tasks listed below were identified by the Unit staff themselves, during thorough discussions of the Food and Nutrition Planning Policy and the identification of communication needs in the project.

6.4 They are as follows:

a) To make the government instiutions and the general public aware of the nutritional problems in the country and the nutritional status of the various affected groups through all possible media.

b) To advocate the integrated approach to nutrition planning to the various government institutions and other concerned bodies through the preparations and production of media presentations e.g. brochures, television interviews, newspaper articles etc.

c) To promote new ideas about nutrition to the various concerned government and non-government institutions and the general public using all possible media.

d) To acquaint the government, the public and other concerned bodies with the results of the 1974 Nutrition Survey and of all subsequent surveys through all available media.

e) Illustrate and prepare easily understandable data collected by the various technical groups in the Directorate for meetings of the interministerial nutrition planning council and other concerned bodies e.g. charts, graphs etc.

f) Prepare a series of media presentations on food marketing system around the country showing correlation between price, distribution and food consumption for increasing public awareness.

g) To prepare a series of media presentations on relationships between nutrition, social conditions and governmental decisions, including charts, graphs, slides, etc.

h) To prepare media presentations e.g. photos, slides, recordings, etc. to advocate on behalf of sections of the community known to be in need of better nutrition to ensure that government decisions are not carried out in ignorance of the likely impact on those affected.

i) To keep the government and the public informed of changes for better or worse in nutrition status of various communities in the country through the production and distribution of a quarterly magazine and the use of other available media.

j) To keep the government, public and other concerned bodies briefed on progress and changes in nutrition policy through newsletters, radio and television programmes etc.

k) To co-ordinate and monitor the communication activities related to nutrition of the various ministries through the interministerial nutrition communication committee.

l) Assist in the work of data collection of the various statistical groups by use of communications e.g. designing standard forms, slides, recordings etc.

m) Assist in the budget preparations of the communications unit.

6.5 In order to carry out these tasks, the team should be aware of the available major communication resources and facilities in the other ministries and in the private sector, primarily in the capital, and as much as possible in the rest of the country.

They should also familiarize themselves with all the economic, nutritional, social and health data compiled by the various technical units.

6.6. Supportive communication requirements

6.6.1 In view of the co-ordinating and advisory role of the Directorate of Food Affairs in the ministerial groups, it seems that an interministerial communication committee is necessary. Through this committee, monitoring and co-ordination of information materials on nutrition will be possible. Diffusion of nutrition information to the concerned ministries will also be reinforced through this committee.

6.6.2 Since the directorate has little production facilities, it will be inevitable for the psc team to tap the technical resources of other ministries. The above mentioned committee will facilitate this co-operative approach to work.

6.6.3 Within the directorate itself, the PSC team cannot and should not work in isolation from the other technical units. It should be noted that during the training sessions, the participants whether nutritionists or communicators contributed equally to this participatory exercise and this kind of team work was taken into consideration when the tasks of the PSC unit were identified. Therefore, it is suggested that weekly or bi-weekly meetings between the PSC teams and the nutrition team should take place to establish a regular flow of information and exchange of ideas between the teams.

6.6.4 The PSC team will need short training in photo and slide filing systems and basic knowledge of handling and maintaining simple communications equipment. There are a number of national communications centers which can provide this kind of training particularly the television, film and radio production center in the Ministry of Education and the Communication Unit of the Family Planning department in the Ministry of Health.

6.6.5 The PSC team should establish a documentation unit of its own comprising information on the available communication resources in the country, publications of various centers and material on Project Support Communication from outside the country etc.

6.6.6 The PSC unit should be provided with basic communication equipment to be supplied by UNICEF. (See Appendix II)

6.6.7 Last but not least, the PSC team will need all the support they can get from the other units in the directorate and from the general director.

Conclusion

6.7 All the above recommendations have been discussed and shared with the General Director of Food Affairs, Dr. Fathullah Kos in the presence of Dr. Danis Cakmak, deputy director, upon their return from the visit to the London School of Hygiene.

The Director expressed his wish to see the communication unit fulfill its role in supporting the work of the Directorate. In accordance with his high expectations from the unit, he manifested eagerness for full support to the unit and the above mentioned recommendations.

The director also showed interest in attending and participating in a workshop on project support communications to be organized by UNICEF in Ankara.

AGRICULTURAL EXTENSION

AGRICULTURAL EXTENSION AND PSC

7.1 Turkey is an agricultural country. With 60% of the population directly employed in livestock and crop production, agriculture could certainly be said to be the most important activity in the country. Besides being self-sufficient in food, Turkey also produces a large surplus for export, making agriculture also the most important item in the balance of trade with the rest of the world.

7.2 Turkey is divided into nine agricultural regions which vary in conditions and major produce. Wheat is by far the biggest crop with 15,400,000 tons having been produced in 1979, followed by 5,000,000 tons of barley. The largest industrial crop was sugar beet of which 10,000,000 tons were produced followed by potatoes which 2,850,000 tons. In the area of fruit production 3,200,000 tons of grapes were produced along with 1,016,000 tons of citrus fruits. However, the main export crops are cotton, tobacco and hazelnuts which together with dried fruit and hides helped to earn the country over 2 billion dollars in 1978.

7.3 Although their overall formal educational level may not be high, the practical skills of the Turkish farmer are worthy of note, and since few children from the rural areas move on to more formal studies and fewer go to universities, the educational level is not likely to change very drastically in the short term.

7.4 It appears that there are many separate sources which provide extension services to the farming community. These are divided among a number of ministries, with the Ministry of Agriculture having the greatest number. In the Ministry itself there are several directorates which handle a variety of farming concerns.

7.5 For example there is the Agricultural Technical Service, which is organized at field, county, regional and national level and advises on services of a technical nature, e.g. new varieties, husbandry practices,fertiliser use, etc.

7.6 It is possible that some of the information available in the Technical Service originates from one of the Research Institutes which carry out research on new varieties, and other technical aspects of farming; though not officially involved in extension they get involved by virtue of field trials in the experimental areas.

7.7 The General Directorate of Plant Protection and Quarantine is a research organization which deals with plant protection research and its extension arm handles all extension work connected with plant protection, at field, county, provincial and national level.

7.8 There are also separate organizations for Cotton, Sugar Beet, Milk and Animal feeds. The Agricultural Equipment and Supply Directorate is involved with manufacture and distribution of machinery and in procurement of fertilizers, and in addition farmers have to depend on the Ministry of Village Affairs for

information on soil conservation and farm irrigation.

7.9 It would appear that before a farmer can undertake any innovation; utilize new discoveries or gather data on farming conditions, there has to be a time consuming search for information and services, which is quite likely to discourage anyone trying to make the most of the available weather to bring in a reasonable harvest.

7.10 The livestock rearer would not necessarily have to deal with as many organizations; however it would appear that the Directorate of Veterinary Services suffers from lack of mobility and other problems connected with dealing with rural farmers with strong traditional views.

7.11 Because of their educational background and the entrance requirements, it seems that few rural children with a background in farming enter extensions services; as a result most of those who enter the extension services are city bred and tend to follow an extension career with less than a deep interest in the subject.

7.12 Extension workers receive two types of training producing graduates at engineering level and at technical level. The country is presently served by approximately 20,000 agricultural extension technicians and 10,000 agricultural extension engineers.

7.13 Although large resources are devoted to extension, the division of roles among different extension departments produces excessive duplication and over administration and the

requirements of many subdivisions stretches the available resources so lessening the overall effectiveness. In spite of the number of departments there is also no single organization involved in the production of extension aids, handbooks, and other factors that will increase the outreach efforts of extension staff in the field. Anything that is presently produced does not take into account the steps necessary to ensure that the material will be effective and distributed as required.

7.14 Even if extension workers were to receive extension aids, never having been exposed to training in communication, there might be problems in achieving effective use.

7.15 There has been recognition that reorganization is needed and some thought has been given to creating a single Directorate concerned with Agricultural information and extension. Until this body is actually formed it would be difficult to make definite recommendations however this might be the time to suggest the areas to which the organizers could direct their thinking. It should also be noted that given the extensiveness this topic probably requires a mission in itself.

7.16 Since most of the information that presently gets to the farmer is on a face to face basis, it is vitally important that extension workers are fully informed. The geographical and climatic variety of the regions in Turkey makes it necessary to have differing approaches and requires a number of different aspects of agricultural information; however there is no reason why the collection of this information should not be

centralized. The central body can then be responsible for the distribution according to regional requirements. Perhaps some form of wire service could be considered. This would feed information to a provincially based agricultural information centre which would then take from the service what it needs to compile a newsletter or some other information device which would keep field workers up to date on new approaches and techniques.

Training

7.17 The problem of communication, needs to be tackled at the training level. The need to make the extension worker into a skilled communicator, knowledgeable in the forms and techniques of communications planning is very great given the present manner in which farmers get information and the important role the extension worker must play in distribution. There should be steps taken to include this on the curriculum of the present courses or to have special supplementary courses held in this subject. This will require the co-operation of a relevant institution and it is quite likely some advocacy will be required and a potential institution will need to be approached.

7.18 The Directorate in its capacity as information clearing house should also be actively involved in producing information material for direct use of the farmer. This again could be done on a combination central/regional level. It must however be noted that it will have to take account of the educational level of the farmer who would not have spent years in a technical school absorbing the appropriate terminology.

7.19 Of greater long term interest, in view of the necessity for integration of development efforts at field level is that the secularization of agriculture and veterinary services information delivery should not only be discouraged but more efforts will have to be made to link the work of the agents with those involved in health, education, village affairs, etc. This integration however requires a new understanding of the role of agriculture in integrated development and efforts of advocacy from central all the way to field level. This will first require an acceptance of the approach by the compilers and distributors of information at central level and a willingness on their part to co-ordinate with their colleagues in other ministries to seek out appropriate opportunities. The feasibility of this could possibly be tried in a pilot area, on a project with co-ordination potential.

Conclusion

7.20 A deeper assessment of the PSC needs of this project will be required when the necessary administrative steps at coordination have been taken. The nature of extension services communication will then have a more defined framework within which a detailed strategy can be devised. Given the cases where extreme fertilizer use and high ratios of machine ownership are beginning to decrease the quality and quantity of the yields, the efforts to achieve a more efficient information service to assist in improving soil management and producing enough for a growing population will require more emphasis on practical detail and the application of systematic communication plans.

APPENDICES

APPENDIX 1

PSC WORKSHOP DIRECTORATE OF FOOD AFFAIRS

Task

1. The purpose of this exercise was to work with the PSC team of the Directorate of Food Affairs in an effort to acquaint them with the principles of project support communication to assist the Nutrition Planning Project specifically and the work of the Directorate in general.

2. The team consisted of personnel drawn from many departments of the directorate and as interest grew in the activities of the workshop, visits were paid by individulas from Finance., Planning and other departments in order to sit in on daily sessions.

3. The core personnel who attended all the sessions were:

Nedret Sansal	-- Communicator	
Ali Celiktas	-- Communicator	
Hasan Aydogdu	-- Agricultural Engineer	-- Nutrition Department
Hatice Gult urk	-- " "	Nutritionist Nutrition Department
Meral Alganaty	-- Agricultural Engineer	Nutritionist Nutrition Department
Zubeycle E rken	-- Food olicy and Planning	Department

4. The workshop was divided into two parts. The first three day sessions were concerned mainly with trying to develop an understanding of communications planning procedures and information flow among the participants. Part two was used to apply the principles developed during part one to the formulation of a workplan and budget for the communications component of the Nutrition Planning Project.

The second part of the workshop was attended by all of the above as well as by Ms. Bilge Eksi of the Food Policy Planning Department and by Cavidan Kole, Chief of Training and Extension Department.

5. The sessions were assisted enormously by the excellent services of Serpil Oguz who acted as translator. Her co-operation and consistent charm during this trying task is worthy of special mention.

Awareness of PSC

6. In general it was found that there was a vacuum of information and understanding of the comprehensive nature and role of support communication. Those directly involved in communication considered it mainly as hardware and product e.g. publishing pamphlets, setting up equipment with no overall planning, and those concerend with technical aspects of food and nutrition had little notion of how communication could aid their work. During the initial three days it was very reassuring not only to see the notion of an expanded role for communication develop among the participants, but as word of the sessions got around to other departments in the building, to see the steady increase in participant numbers and consequently increased points of view.

Content

7. The exercises dealt with the five stage approach to planning a communications strategy which was originally developed for communications workers in Lusaka Zambia.
These consist of a questioning pattern falling under the headings of Problem Identification, Audience Identification, Message Design, Message Delivery and Evaluation. The exercise is designed to give participants a practical system of determining

the content, approach, the recepients, the manner of distribution and the resources required to undertake a communications campaign, and is essentially a communications management tool. The aim was also to encourage participation as much as possible, and after the steps of each stage were outlined, participants were asked to apply the model to real life situations, in case (a) it related to a real situation in which people were abusing the use of Vitamin C and for which a less than effective pamphlet had already been produced, and in case (b) dealt with an infant protein deficiency in an area of low milk production.

Motivation

8. It would seem from the experience, that cadres of that particular institution would be willing to co-ordinate their efforts if they were aware of a common goal and were motivated to acquire a sense of mission in their respective jobs. The comment that they could not consider themselves as a team because the authorities higher up did not appoint them to be a team, seemed to be a hampering factor in the understanding of their roles. By outlining to the participants that they were already a team by virtue of their being paid to work towards improvement of national nutrition understanding and practices, seemed to strike a responsive chord. Events in the future will decide the profoundity of this new understanding.

9. Part two of the exercise which led to the development of a workplan and budget was supposed to begin with an assessment of local communication resources and an identification of problems. This was to be followed by an identification of the communication needs of the Nutrition Planning Project taken from various documents but particularly the Dowler and Thomson

Consultants report of September 1979. Although all the participants had this document as well as the Food and Nutrition Planning Policy Document published by FAO, both of which were translated into Turkish, and in spite of the fact that four of the participants had sat in on consultations with Professor Payne of the London School of Hygiene and Tropical Medicine everyone did not equate the project document with the reason for our visit.

10. It was revealed that because of changes in directorship, and lack of clear job descriptions, the PSC team had no idea of what they were supposed to be doing; did not really consider themselves to be part of the Nutrition Planning Project and were waiting in limbo for further instructions.

11. It was therefore felt that one of the first communication tasks of this exercise was to acquaint the participants with the aims and objectives and possible implementation pattern of the proposed project. This was done by reading the document aloud and at the same time identifying the possible tasks for communication. Once the aims were understood, and the model applied, the participants had no trouble in identifying roles for communication. At final count 14 areas of activity were identified, and it was especially gratifying to note that this was a shared activity with communicators identifying as many as the nutrition specialists with the final results being a consensus. These activities now form a basis for recommendations.

APPENDIX 2

SUPPLIES FOR FOOD AND NUTRITION PLANNING COMMUNICATIONS UNIT

		UNIPAC No.	PRICE/ UNIT US$
1	NIKON FM CAMERA BODY WITH 50MM LENS		350.00
1	NIKON EM CAMERA BODY		150.00
1	VIVITAR 24 MM LENS WITH NIKON A1 MOUNT AND LENS HOOD		80.00
1	VIVITAR 135 MM f 2.8 LENS WITH NIKON A1 MOUNT AND LENS HOOD		80.00
1	VIVITAR 35-85 f2.8 ZOOM LENS WITH NIKON A1 MOUNT AND LENS HOOD		200.00
2	NIKON 52MM UV FILTER FOR LENSES		5.00
2	NIKON 85MM UV FILTER FOR LENSES		5.00
1	VIVITAR 283 FLASH		70.00
1	GADGET BAG FOR CAMERA AND LENSES		60.00
1	OMEGA C700 ENLARGER WITH TWO LENS KITS (Specify voltage)		150.00
2	SAFELIGHT LAMPS WITH OC FILTERS 15W (Specify voltage)	1800410	73.00
1	GRALAB 300 TIMER (Specify voltage)		60.00
1	STAINLESS STEEL TANK (FOR 2-35MM REELS)		10.00
1	STAINLESS STEEL TANK (FOR 4-35MM REELS)		15.00
4	STAINLESS STEEL REELS 35MM SIZE		3.00
2	STAINLESS STEEL REELS 120MM SIZE		3.00
1	CENTIGRADE FARENHEIT THERMOMETER	1811335	6.00

		UNIPAC No.	PRICE/ UNIT US$
4	PHOTO DEVELOPING TRAYS 200x 250MM	1811702	1.00
4	TONGS FOR PHOTOGRAPHIC USE	1800187	1.50
2	1000 ML GRADUATED MEASURING CYLINDERS	09 374 10	2.50
4	FALCON AIREVAC CHEMICAL STORAGE ONE GALLON SIZE BOTTLES		6.00
3	FALCON AIREVAC CHEMICAL STORAGE HALF GALLON SIZE BOTTLES		5.00
1	KODAK POLYCONTRAST FILTER KIT		38.00
4	VIVITAR STIRRING RODS		2.00
1	ADJUSTABLE 16 x 20 ENLARGING EASEL		40.00
2 PK	PF PRINT FILE NEGATIVE PRESERVER TRANSPARENT PLASTIC		20.00
8	WEIGHTED/UNWEIGHTED CUPS FOR NEGATIVES	1800184	2.00
2	PKGS POLYCONTRAST RAPID RCII 8x10F 250 SHEETS EACH		63.00
1	PKG " " " 8x10N " " "		63.00
2	PKGS " " " 11x14F 50 " "		28.00
1	16 OZ BOTTLE KODAK INDICATOR STOP BATH		2.00
30	PK KODAK MICRODOL-X 1 QT PK		2.00
40	PK " DEKTOL PAPER DEVELOPER 1 QT PK		1.00
40	PK " FIXER 1 GALLON PK		2.00
2	CASSETTE TAPE RECORDERS	1883809	94.00
1	OPEN REEL PORTABLE RECORDER	1884005	230.00
20	7 IN REELS RECORDING TAPE	1885000	2.00
30	5 IN " " "	1885300	1.00
30	ROLLS 35MM EKTACHROME 400 ASA FILM 135-36		7.00
40	" " " 64 ASA "		5.00
40	" PLUS X PAN 35MM MONOCHROME FILM	1800315	2.00

APPENDIX 3

TIMETABLE OF MEETINGS

24 June, Tuesday	
A.M.	- Working session with PSC Team of the General Directorate of Food Affairs (Ms. Serpil Oguz, Mr. Nedret Sansal, Mr. Ali Celiktas, Ms. Gulsen Canyurekli)
P.M.	- Office work
25 June, Wednesday	
A.M.	- Meeting Dr. Fethullah Koc. General Director of Food Affairs
P.M.	- Working session continued
26 June, Thursday	
A.M - P.M.	- Working session continued.
	- Meeting Dr. Dogan Benli, Ministry of Health
	- Meeting Dr. Enver Senerdem, Undersecretary, Ministry of Health
27 June, Friday	
A.M	- Working session continued
P.M.	- Meeting Prof. Mithat Coruh
29 June, Sunday	
A.M	- Departure for Van (THY Flight No: 276)
P.M	- Arrival Van
30 June, Monday	
	- VAN field trip
1 July, Tuesday	
	- MUS field trip
2 July, Wednesday	
P.M	- Departure for Ankara
3 July, Thursday	
A.M	- Visit to FRATEM Center (Mr. Esat Bozyidgit) Ministry of Education

3 July, Thursday

P.M - Mr. Erdogan Engur
(Visit to PSC Center of Ministry of Health)

- Meeting Mr. Tandogan Tokgoz, General Director of Family Planning Dept., Ministry of Health

4 July, Friday

A.M - Departure for Eskisehir

- Prof. Yilmaz Buykersen, President of Academy
(Visit to Communications Center)

P.M - Departure for Ankara

7 July, Monday

A.M - Mr. Bulent Sualp
Programme Assistant, UNFPA

A.M - Working session with PSC Team of the General Directorate of Food Affairs

8 July, Tuesday
9 July, Wednesday
10 July, Thursday
11 July, Friday

- Working sessions continued

12 July, Saturday

- Free

13 July, Sunday

- Free

14 July, Monday

A.M - Mr. Ibrahim Yurt (State Planning Organization)

A.M - Mr. Murat Karakuscu, State Planning Organization

- Ministry of Education

P.M - Mr. Senol Erdogan, Special Adviser to the Ministry of Agriculture

APPENDIX 4

VISITS AND MEETINGS

During the one-month mission, from June 21st to July 22nd, several meetings were held in the Ministries of Health, Education, Agriculture and in the State Planning Office with the personnel associated with the five UNICEF-assisted projects namely: Nutrition Planning, Primary Health Care, Life -Oriented Basic Education, Agriculture Extension and the Biogas projects. In addition the mission met with representatives of other UN agencies such as UNFPA, FAO and UNDP as well as those involved in training institutions.

The main aims of these meetings were to:

- Advocate the use of PSC as a management, planning and education tool.
- Investigate the anticipated operational aspects of the various projects.
- Examine the existing communication structure in the planning and implementation stages of the projects.
- Discuss the prevailing communication approach in each ministry.
- Identify competent communication personnel in each ministry.

In order to assess the existing communication facilities, visits were undertaken to the various information departments in the above mentioned ministries namely the Television, Film and Radio

Production center in the ministry of Education (Fratem), the Printing Unit of the Ministry of Health. The Communications Centre in the Academy at Eskisehir was also visited. Unfortunately, it was not possible to arrange visits with the communication units of the Ministry of Agriculture and Health Education Department due to the absence of staff on summer vacation in the former and the lack of time for the latter.

The mission also travelled to the eastern part of Turkey to the Province of Van in order to observe the situation of the health services. On this field trip the mission had an opportunity to visit the sub-provinces of Muradiye, Caldiran and Ozalp and talk to health personnel and members of the communities. Discussions were also held with the Governor of Van. While in the east the team also visited the Province of Mus where a biogas prototype plant was being constructed and also had meetings with personnel involved in the Agricultural Extension Services and the Veterinary Agricultural Services.

The comprehensive range of people and places visited was extremely useful in helping to develop an understanding of the PSC needs of the Turkey programme and special mention must be made of the efforts of the Resident Programme Officer whose excellent planning and thoroughness in organizing the visit was a major contributory factor to this understanding.

List of Persons Met

Dr. Fethullah Koç	: General Director of Food Affairs Ministry of Agriculture
Dr. Dogan Benli	: General Director of Socialization Dept. Ministry of Health
Dr. Enver Senerdem	: Undersecretary Ministry of Health
Prof. Mithat Coruh	: Family Health Programme Co-ordinator Hacettepe University
Mr. Esat Bozyigit (FRATEM)	: Television, Film and Radion Production Center, Ministry of Education
Mr. Tandogan Tokgoz	: General Director of Family Planning Ministry of Health
Mr. Erdogan Engur	: Communication Unit in Family Planning Dir. , Ministry of Health
Prof. Yilmaz Buyukersen	: President-Academy of Economic and Commercial Sciences- ESKISEHIR
Mr. Ibrahim Yurt Mr. Murat Karakuscu	: Co-ordinator of Bio-gaz project State Planning Organization
Mr. Emin Saglamer	: President of Education Board Ministry of Education
Mr. Senol Erdogan	: Special Advisor to the Minister of Agriculture
Dr. Danis Cakmak	: Deputy Director General of Food Affairs
	The Governor of Van Province
	The Provincial Health Director in Van Province
Mr. Bulen Sualp	: UNFPA

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Notes

67 pp
The report covers situation analysis in Turkey, state of PSC, primary health care, life-oriented basic education, biogas, food and nutrition plannnig, and agricultural extension. Appendices cover PSC Workshop Directorate of Food Affairs; Supplies of Food and Nutrition Planning Communications Unit; time table of meetings; visits and meetings.

Print Name of Person Submit Image	*Signature of Person Submit*	*Number of images without cover*
SAROJA DOUGLAS	Saroja Douglas	67