

CHAPTER 1

INTRODUCTION TO DEVELOPMENT COMMUNICATION

UNIT 1 THE CONCEPT OF DEVELOPMENT AND COMMUNICATION

1.0 LEARNING OBJECTIVES

At the end of this unit, you should be able to

- Define development and communication
- Explain different dimensions of development
- Highlight the objectives of development
- Explain the process of communication
- Establish a relationship between communication and development

2.0 INTRODUCTION

This unit will deal with the fundamental but problematic concept of development. The concept of development has been understood in different ways in different times and societies and by different scholars and development practitioners. It is possible to say that in the last 50 years, there have existed and still exist different paradigms (or normative conceptions and thought patterns of a certain field or phenomena under scrutiny shared by a group of scholars) relating to what development means. When a paradigm gains a dominant position, it also affects thought of politicians, journalists and other professionals, as well as common people. This unit attempts to define development and to look at some of the existing paradigms of it.

3.0 HOW IS DEVELOPMENT CONCEIVED?

There are many other conceptions of development offered by various scholars and practitioners. The most simplified definition states that development could be said to be *a desirable societal change*, as *progress* of a given society. Such definition however poses a problematic owing to its simplicity. For instance because of the relativity of what entails “progress” or what qualifies as “desirable change”, different schools of thought are attached to these terms consequently, encouraging a host of definitions of development.

The other problem comes from the fact that development as a concept refers both to a means (thus development as a process) and as an end (development as a goal or set of goals). Because of the problematic nature of the concept of development, some prefer using the more neutral concept like “social change” or “social transformation” when they refer to development. To understand the concept of development therefore, it may need to look at the different ways in which development is conceived, and to be aware of what we mean when we use the concept ourselves.

3.1 Economic Development

The concept of development was initially understood in terms of economic growth. In fact economic growth was for long considered as synonymous with development. Development was also referred to as “modernization” – associating development with the western

UNIT 2

DEVELOPMENT COMMUNICATION

1.0 LEARNING OBJECTIVES

By the end of this unit, you will be able to do the following:

- define development communication;
- explain how different forms of media are used for development communication;
- enlist some of the core areas of development;
- explain development campaigns.

2.0 INTRODUCTION

In your earlier lesson, you have learnt that effective communication is a two way process. So far, we have seen that the term ‘communication’ suggests the use of different forms of media such as printed materials, radio, television and so on. You must also know that communication is used as an empowerment tool. In other words, communication is used as a tool to facilitate the participation of people in development activities. Knowledge and information are essential for people to successfully respond to the opportunities and challenges of social, economic and technological changes. But to be useful, knowledge and information must be effectively communicated to people. Millions of people in developing countries are excluded from a wide range of information and knowledge, with the rural poor in particular remaining isolated from both traditional media and new information and communication technologies which would improve their life. In this lesson, you will learn about the use of communication to promote development activities.

3.0 DEVELOPMENT COMMUNICATION: DEFINITION

Here, in ‘development communication’, you see that there are two words- ‘development’ and ‘communication’. You have learnt that communication is a message understood or sharing of experience. However, when we refer to communication, in the context of development, we refer to various types of communication like interpersonal, group and mass communication. We also found out that development is about transformative change. It is about changing for the better. It could be about social or economic change for improvement or progress. When we refer to development communication, it is about such communication that can be used for development. It is about using communication to change or improve something. Here we use different types of messages to change the socio-economic condition of people. These messages are designed to transform the behaviour of people or for improving their quality of life. Therefore, Development Communication can be defined as the use of communication to promote development. Those who write or produce programmes on issues related to development are called development communicators.

Andrew Moemka has defined Development Communication as the application of the process of communication to the development process. Development communication involves the deployment of the principles and practices of exchange of ideas to development objectives. In other words he adds

“it is the art and science of human communication applied to the speedy, transformation of a country (economic, growth, modernization, industrialization) and the mass of its people (self actualization, fulfillment of human potential, greater social justice, etc) through identification and

- iv) Its audience comprises of a homogeneous general public in whom it seeks to inject awareness.

5.0 DEVELOPMENT COMMUNICATION USING VARIOUS MEDIA

The history of development communication can be traced to India through rural radio broadcasts in the 1940s in different languages. Have you ever heard a rural programme on radio? If you come from a rural area, you probably would have heard. People who present these programmes speak in a language or dialect that the people in your area speak. Development Communication does not rely on mass media channels alone to convey its messages, rather it also employs the following methods:

- i) Oramedia
- ii) Folkmedia
- iii) Theatre
- iv) Below-the-line communication
- v) Extension workers
- vi) Teachers
- vii) Door to door campaigns

The programmes may be about farming and related subjects and may comprise of interviews with experts, officials and farmers, folk songs and information about weather, market rates, availability of improved seeds and implements. There would also be programmes on related fields. Immediately after independence in 1963, the government of Kenya started huge developmental programmes throughout the country. With more focus placed on agriculture many educational programmes were aired on the state radio educating the masses on how to modernize their farming methods. The government also invested a lot in the training and employment of agricultural extension officers whose role was to provide the much needed education to rural populations on how to apply best scientific agricultural methods to their food production.

As far as the print media is concerned after independence when the Five Year Plans were initiated by the government for planned development, it was the newspapers which gave great importance to development themes. They wrote on various government development programmes and how the people could make use of them. If the print media have contributed to development communication, the electronic media – radio and television especially the Voice of Kenya (now Kenya Broadcasting Corporation, KBC) Radio have spread messages on development as the main part of their broadcasts. However, amongst all the media that are used for development communication, traditional media are the closest to people who need messages of development like the farmers and workers. Such forms of media are participatory and effective. You may have seen construction workers cooking their meal of *githeri* or *ugali mboga* over open fires in front of the construction sites. They need to be educated about the values of balanced nutrition, cleanliness, hygiene and water and sanitation. Have you wondered how messages on such issues are communicated?

In Kenya, groups of volunteers use street theatre as a medium for development communication. This is done through humorous skits and plays through which the importance of literacy, hygiene etc. are enacted. The content for the skits is drawn from the audience's life. For example, they are told about "balanced nutrition". Similarly, female rural folk and their children are taught how to read and write. However, problems in communicating a message in an effective way has been a matter of concern to development workers. How can people be taught new skills at a low cost? What would be a good way to

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Development theories also criticized traditional approaches for having been designed and executed in the capital cities by local elites with guidance and direction from foreign specialists. Local people were not involved in preparing and instrumenting development interventions. Interventions basically conceived of local residents as passive receivers of decisions made outside of their communities, and in many cases, instrumented ill-conceived plans to achieve development. Governments decided what was best for agricultural populations, for example, without giving them a sense of ownership in the systems that were introduced (see Mody 1991, Servaes 1989, White 1994).

The top-down approach of persuasion models implicitly assumed that the knowledge of governments and agencies was correct, and that indigenous populations either did not know or had incorrect beliefs. Because programs came from outside villages, communities felt that innovations did not belong to them but to the government and thus expected the latter to fix things when they went wrong. The sense of disempowerment was also rooted in the fact that “targeted” populations did not have the choice to reject recommendations or introduce modifications to interventions.

For participatory theorists and practitioners, development communication required sensitivity to cultural diversity and specific context that were ignored by modernization theories. The lack of such sensitivity accounted for the problems and failures of many projects. Experts learnt that development was not restricted to just building roads, piping water, and distributing electricity. Nor was it limited to efforts to increase farm yields nor switching farmers over to cash crops. Many of the agricultural projects failed because farmers were reluctant to abandon their traditional ways for foreign and unknown methods. As McKee (1992) writes, “they were also nervous about planting exotic crops that they could not eat but had to sell for money with which to buy food from the market. Modernization projects undermined the importance of local knowledge and the consequences of the interaction between local cultures and foreign ideas. When piped water arrived, it was frequently used for washing rather than drinking and cooking because the people disliked its flavor. Persuading people of the benefits of healthy practices on the basis of scientific reasons was a tough sell. People were asked to change time-old practices on the basis of a foreign form of knowledge that dismissed their local traditions in the name of “true” knowledge (McKee 1992).

The lack of local participation was viewed as responsible for the failure of different programs. In the case of agricultural programs, it was concluded that the issue at stake was not the transmission of information to increase output but rather the low prices of agricultural goods in the market or the absence of a more equal distribution of land ownership. In explaining the failures of family planning programs, it was suggested that mothers were disinclined to follow instructions because fathers believed that having more children meant having more hands to work in the fields and carry out other tasks.

Participatory theories considered necessary a redefinition of development communication. One set of definitions stated that it meant the systematic utilization of communication channels and techniques to increase people’s participation in development and to inform, motivate, and train rural populations mainly at the grassroots. For others, development communication needed to be human- rather than media-centered. This implied the abandonment of the persuasion bias that development communication had inherited from propaganda theories, and the adoption of a different understanding of communication. Here

communication means a process of creating and stimulating understanding as the basis for development rather than information transmission (Agunga1997). Communication is the articulation of social relations among people. People should not be forced to adopt new practices no matter how beneficial they seem in the eyes of agencies and governments. Instead, people needed to be encouraged to participate rather than adopt new practices based on information.

This understanding of communication was central to the ideas developed by Brazilian educator Paulo Freire (1970), whose writings and experiences became an influential strand in participatory communication. Freire's work in northeastern Brazil in the 1960s and early 1970s challenged dominant conceptions of development communication, particularly as applied to literacy training. He argued that development programs had failed to educate small farmers because they were interested in persuading them about the benefits of adopting certain innovations. Development programs tried to domesticate foreign concepts, to feed information, to force local populations to accept Western ideas and practices without asking how such practices fit existing cultures. The underlying premise of such programs was an authoritarian conception of communication that stood against the essence of communication understood as community interaction and education.

Freire offered the concept of liberating education that conceived communication as dialogue and participation. The goal of communication should be conscientization, which Freire defined as free dialogue that prioritized cultural identity, trust and commitment. His approach has been called "dialogical pedagogy" which defined equity in distribution and active grassroots participation as central principles. Communication should provide a sense of ownership to participants through sharing and reconstructing experiences. Education is not transmission of information from those "who have it" to those "who lack it," from the powerful to the powerless, but the creative discovery of the world.

Freire's ideas ran against fundamental principles in the diffusion model, namely the sender-focus and behavioral bias that it inherited from persuasion models in the United States. He diagnosed the problems in the Third World as problems of communication, not information as persuasion theories proposed. Solutions, then, needed to have an understanding of communication that was not limited to the application of Western ideas. Freire also challenged the value judgment in early development theories that viewed agricultural and health practices in the Third World as backwards and obstacles to modernization.

Freire's model and participatory models in general proposed a human-centered approach that valued the importance of interpersonal channels of communication in decision making processes at the community level. Studies in a variety of Third World rural settings found that marginal and illiterate groups preferred to communicate face-to-face rather than through mass media or other one-way sources of communication (Okunna 1995). The recommendation was that development workers should rely more on interpersonal methods of communication rather than national media and technologies, and that they should act as facilitators of dialogue.

Because media and technologies were perceived as foreign to local communities, they should be used to supplement instead of dominate interpersonal methods. The notion of "group media" drew from Freire to call the media that are means for small groups to develop a critical attitude towards the reality of self, the group, community and society through participation in group interaction. Group media has helped marginal groups to speak to one

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development goals; by facilitating the different groups involved in those actions to share their views;

4. Supporting efforts at awareness-building, motivation, learning and implementing the development action; by communication strategies appropriate for each group of participants;
5. Ensuring effective circulation of information among different participants, by using communication tools and channels appropriate to the groups involved;
6. Supporting decision-making, by facilitating consensus among different categories of players;
7. Developing local collaboration and partnerships by establishing alliances with local resource persons and agencies and serving as a conduit between the groups and these partners;
8. Monitoring the development initiative, by ensuring that actions taken are followed and evaluated; and
9. Making sure that the authorities or resource agencies are in position to assist the development action and are aware of local viewpoints and needs.

3.2 Steps in Planning and Implementation

Step 1: Establishing a relationship with a local community and understanding the local setting

At the beginning, it refers to collecting preliminary information on the community and its environment, entering the community, getting to know the people and the resource persons in the community, developing a more thorough collection of information with the participation of the local people and resource persons, and facilitating a dialogue with them. But what it really means is building a relationship, developing collaboration mechanisms, facilitating and nurturing the exchange of information and knowledge, negotiating roles and responsibilities, and most importantly, building mutual trust.

The tasks involved here include:

- 1) Choosing a particular community to work with-Considering the agreement of a community to work with a research or development initiative and the link between working with a specific local community and the possibility of extending results either to other communities, or to the policy environment.
- 2) Consulting existing information by visiting resource persons knowledgeable of the community setting or of the problem involved should complement and supplement the secondary information at the possession of development agents.
- 3) Before going to the field, researchers and practitioners should develop a prior understanding of the local setting before going to the field and conducting formal

impacts generations to come. Education enhances lives. It ends generational cycles of poverty and disease and provides a foundation for sustainable development.

A quality basic education better equips girls and boys with the knowledge and skills necessary to adopt healthy lifestyles, protect themselves from HIV/AIDS and other sexually transmitted diseases, and take an active role in social, economic and political decision-making as they transition to adolescence and adulthood. Educated adults are more likely to have fewer children, to be informed about appropriate child-rearing practices and to ensure that their children start school on time and are ready to learn.

In addition, a rights-based approach to education can address some of societies' deeply rooted inequalities. These inequalities condemn millions of children, particularly girls, to a life without quality education –and, therefore, to a life of missed opportunities. Too many of the world's children are out of school or receive spotty, sub-par educations. Each one of these children has dreams that may never be fulfilled, potential that may never be realized. By ensuring that every child has access to quality learning, we lay the foundation for growth, transformation, innovation, opportunity and equality. Whether in times of crisis or periods of peace, in cities or remote villages, we are committed to realizing a fundamental, non-negotiable goal: quality education for all.

3.10 Water and Development

Consider the following:

The 2006 United Nations Development Report: (see pages 6, 7, 35) note the following

- Some 1.1 billion people in developing countries have inadequate access to water
- 2.6 billion people lack basic sanitation
- Lack of water is closely related to poverty-
 - almost two in three people lacking access to clean water survive on less than \$2 a day, with one in three living on less than \$1 a day.
 - More than 660 million people without sanitation live on less than \$2 a day, and more than 380 million on less than \$1 a day.
- Some 1.8 million children die each year as a result of diarrhea
- Access to piped water into the household averages about 85% for the wealthiest 20% of the population, compared with 25% for the poorest 20%
- Close to half of all people in developing countries suffer at any given time from a health problem caused by water and sanitation deficits

The UNICEF State of the World's Children (2004) also has it that 400 million children (1 in 5 from the developing world) have no access to safe water. 1.4 million children will die each year from lack of access to safe drinking water and adequate sanitation.

Corporations own or operate water systems across the globe that bring in about \$200 billion a year. Yet they serve only about 7 percent of the world's population, leaving a potentially vast market untapped" (Tagliabue, 2002) . Already some one third of the world's population is living in either water-scarce, or water-short areas. It is predicted that climate change and population growth will take this number to one half of humanity. Yet, as Maude Barlow has commented, it is not necessarily over-population causing water shortages: "12 percent of the world's population uses 85 percent of its water, and these 12 percent do not live in the Third World." (Barlow 2001).

newspapers are often noticed by decision makers. Newsletters too, while primarily intended for people within development programmes, also keep decision-makers informed about achievements and needs.

4.0 REVIEW QUESTIONS

1. What specific inputs can you infer that communication contributed to the success of the projects cited in this unit?
2. In what ways are people and communication central development?
3. Enumerate the roles of communication in development.
4. How does communication help to change people's lifestyle?

5.0 References/Further Readings

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- (iv) Explore arguments that challenge your perspective, and report embarrassing facts that support the opposition. Ask critical questions of people who agree with you.
- (v) Avoid slogans, ranting, and polemics. Instead, "articulate complex issues clearly and carefully."
- (vi) Be fair and thorough.
- (vii) Make use of neutral sources to establish facts.

5.1 Ways of Using the Media for Advocacy

There are many different ways you can use the media in advocacy. You can hold news conferences, write letters to the editor, give interviews or arrange editorial board meetings. The method you choose should be the best one to promote your issue.

American Public Health Association (n. d.) prescribes the following means of using the media for advocacy:

News Release

Many reporters gather information for upcoming stories from news releases. The news release tells the reporter the who, what, when, where and why of a news story. This information helps the reporter determine whether to write an article or otherwise cover your "news." But remember, reporters receive many news releases over the week, so in order to get yours noticed, your release should quickly grab the reporter or editor's attention and the rest should convince him or her of the issue's news value. News releases generally follow a standard format. The format is designed to give the reporter or editor all the information he or she needs quickly. By following the same format, all pertinent information, such as contact information, is in the same place and easy for the reporter to find.

Letter to the Editor

A letter to the editor is the simplest way to communicate an opinion to the general public. The chances of having the letter printed greatly increases at smaller or less prominent newspapers or magazines. On average, many local papers publish up to 80 percent of the letters they receive. The most important caveat is to write a letter no longer than what the target newspaper tends to publish. A much longer letter is more likely to be discarded, and if it is not discarded, it is the editor who will decide what information will be cut in order to fit the length requirements. Short, pithy pieces are best.

Op-ed

Another way of contacting the media is by writing an opinion piece to be run on a newspaper's opinion-editorial page. Writing an opinion article offers an opportunity to present an extended argument. They run on the page opposite the newspaper's editorials and are typically local and timely. Unlike editorials, op-eds are written by members of the community rather than by journalists. But like editorials, an op-ed often carries more weight than a letter to the editor; it presents a point of view with much greater detail and persuasion than a short letter allows.

Careful planning will increase your chances of placing an op-ed. In addition to submitting an article, mount a campaign to get it published. Be sure to follow up within a week after submitting an article to ensure that it was received and to answer questions the editor might have.

Editorial Board Meeting

The most powerful way to win support for your issue or reach your member of Congress or local official through the media is to gain the editorial support of your newspaper. Arranging an editorial board meeting will take more time than writing a letter to the editor, but the results are worth the effort. This will give you the chance to persuade the editor why the newspaper's

UNIT 2 PLANNING AND ASSESSING IEC ACTIVITIES

1.0 LEARNING OBJECTIVES

After this unit, you will be able to do the following:

- Describe the ingredients of an effective IEC intervention
- Explain what information needs to be collected about the community and how to collect and analyze this information
- Discuss assessing available resources
- Describe how to use information to decide about IEC priorities

2.0 INTRODUCTION

Many IEC programmes and activities have failed to achieve their expected or intended impact on behaviour. Lessons learned from past experience show that the effective IEC programmes are products of proper planning.

3.0 WHAT MAKES GOOD PLANNING IN IEC?

Good background research

Effective interventions are based on accurate information about knowledge, attitudes, beliefs, behaviours, and about social and community networks and norms.

Setting realistic objectives

Objectives should be realistic, measurable and specific, and there should be a clear time frame for achieving them. Objectives for changing knowledge and attitudes can usually be more ambitious than those for changing behaviour. Behaviour change objectives need to bear in mind the context services available, resources, norms and enabling factors.

Participation of the target audience

IEC is more likely to achieve its objectives if the target audience participates in planning, implementing, monitoring and evaluating activities and, as a result, more culturally sensitive and appropriate approaches are used. A participatory approach should be used in the design and development of messages and in the choice of media.

Advocacy for change

Successful IEC combines activities targeted at changing behaviour with advocacy to change attitudes and the social environment, for example seeking the support of community and opinion leaders for changing the social factors that contribute to problems or prevent people changing to more healthy behaviours.

Multiple approaches

The wider the range of approaches used, the greater the chances of reaching the broadest range of people. For example, using radio, printed materials and drama makes it possible to reach urban and rural, and literate and less literate audiences. Mass media can be useful in raising

- concerned, instead of directed different messages at different audience segments
- Over-emphasis on creating awareness and knowledge without following up with appropriate strategies to change attitudes or increase skills in order to enable people to change their behaviours
- Failure to utilize a range of channels to reach people where they are rather than where it is convenient for the health services

Before deciding on the approach and content of an IEC strategy it is also important to assess what resources are available to carry out activities. This includes assessing:

Financial resources - for example, funds available for training in communication skills, production of health educational materials, commissioning media and social marketing organisations

People and organisational resources - for example, other health programmes, health and extension workers who are trained in IEC, community and voluntary organisations and NGOs, church groups, formal and informal community leaders, to assess what institutional capacity exists and which agencies, public and private, have the capacity to carry out or support IEC activities. Find out about institutions, organisations and individuals that can help to develop materials, if you do not have in-house capability. These might include advertising agencies, film companies, resource centres, artists and designers, printers, journalists, musicians and broadcasters

Material resources - for example, equipment, media available, health education materials, radio spots provided free of charge, transport. Find out what materials already exist and assess their suitability in terms of content and design for the target groups that have been identified. It can be helpful to carry out a media assessment to determine what media are currently available and are being used, and how useful they have been.

Communication resources - for example, what media are available and how appropriate these are, and informal social and communication networks

It can be helpful to consider possibilities for sharing resources and activities with other programmes, to avoid duplication and overlap and to maximise the use of existing resources. For example, can health personnel working in a number of different programmes be trained in communication skills at the same workshop?

Finally, you need to consider what resources are available to people to enable them to change their behaviour and to support behaviour change. This is an important aspect of the process of helping the community to assess their problems and priorities and to identify solutions.

4.5 Identify needs and priorities

Community analysis and diagnosis should provide information about gaps in knowledge, attitudes and practices and areas where behaviour change is a priority and, most important, what can be modified by IEC interventions. This provides the basis for deciding on areas for the focus on key messages.

Analysis of the information collected from audience analysis might tell you, for example, that people have misconceptions about family planning methods, lack information about preparation of nutritious meals for infants and young children, or are unaware of antenatal services available or of the importance of completing their TB treatment. The following examples suggest some

slogans:

Themes: “The need for a small family” and “The problems of early childbearing”

Illustrations: A picture of a pregnant schoolgirl talking to her boyfriend at the gates of Chipembere secondary school, with the boy’s expression showing that he is telling the girl he will not accept any responsibility for the baby, could be used to illustrate the second theme

Slogan: "Plan now for a better life" could be applied to either of the two themes.

3. Pre-test the concepts

The next step is to pre-test the broad concepts with groups or individuals representing the intended target audience. This helps to identify which concept or concepts have the most potential for further development. Pay special attention in pre-testing to pictures and other non-verbal materials because these can be easily misunderstood.

4. Design specific messages

The first three steps helped to decide what information is required, the general concepts we want to get across, and which of these has the greatest potential. The next step is to design more specific messages. At this stage it may be useful to refer back to question 1 about type of approach and appeal, and to remember that people can only remember a few messages at a time.

Think about specific messages in terms of “what”, “why”, “how”, “where” and “who”. Using the Chipembere example, messages could be considered in terms of:

<i>What:</i>	The promotion of the small family norm
<i>Why:</i>	Socio-economic and health benefits
<i>How:</i>	By using modern methods of family planning
<i>Where:</i>	Services available from CBDs and health centres
<i>Who:</i>	Role models setting an example by having small families

Examples of specific messages developed from the broad concepts for the Chipembere example might be:

Broad concept: Small family norm

Specific messages: Two is better than too many
Two is enough
Boy or girl, two is enough

Broad concept: Problems of early childbearing

Specific messages: Targeted at schoolgirls:
Be a woman before you are a mother
Enjoy your youth, don't spoil it

Targeted at schoolboys:
Would you be more careful if it were you?

Community diagnosis and analysis should have provided information about how information is

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- to the community
- Techniques – include research, planning, training, public relations, co-ordination, campaigns, social marketing, use of the mass media and interpersonal communication, are tools for achieving successful mobilization

COMMUNITY MOBILISATION FOR FAMILY PLANNING

The following are examples of tasks which might need to be carried out when planning to mobilize a community around family planning issues:

1. Identify community leaders and other influential people who can actively support family planning
2. Assist community leaders in arranging and conducting group meetings on family health and family planning issues
3. Liaise with other health workers in the community, for example Community Based Distributors, Village Community Workers, and arrange meetings
4. Give support to family planning acceptors and those who have already accepted new health measures
5. Distribute and explain printed health education materials on family health themes
6. Use other existing structures where possible

5.2 Draw up an action plan

Drawing up an action plan should include:

- * Listing all the IEC activities planned and thinking about:
 - what will be done
 - where activities will be done
 - when they will be done
 - how they will be done
 - who will do them
- * Listing all the resources (people, materials, organisations) available and those you need to obtain
- * Developing training plans:
 - Who will be trained, when, where, for how long and who by? Trainers? Service providers? Community organisations?
 - What are their training needs?
 - What will the initial training cover? Communication skills? Skills in use of equipment and materials? Counseling techniques? Improving knowledge? An example of what might be included in an IEC training course is included in the Box below.
 - What scope is there for follow-up training, for supervision and support to personnel after training to help them overcome problems and implement IEC activities effectively?

It may also be worthwhile considering developing guidelines for IEC that cover

EXAMPLE OF FAMILY HEALTH COMMUNICATION TRAINING COURSE

Objectives

At the end of the course participants will be able to:

- Explain the relationships between population, family planning and socio-economic development
- Acquire knowledge and skills in family health communication
- Develop effective communication strategies for health and family planning programmes
- Develop effective tools and techniques for conducting audience research and community analysis
- Develop projects in which IEC addresses specific problems of family health

Course modules

Module 1 Population, development and family planning

Module 2 Family health/IEC country situation analysis

Module 3 Family planning

Module 4 Contraceptive methods and counseling Module 5

Human factors in family health communication Module 6

Family health communication and AIDS

Module 7 Theories on communication and behaviour change

Module 8 Innovations in family health communication, adolescent health communication, gender and health communication

Module 9 The changing role of the family health communicator IEC

Module 10 Interpersonal communication skills and counseling Module

11 Audience research

Module 12 Message development and materials production

Module 13 Advertising, public relations and social marketing

Module 14 Leadership, social mobilization and community participation

Module 15 Field experience and community analysis

Module 16 Designing a communication strategy for health and family planning

Source: Centre for African Family Studies, Nairobi, Kenya

6.0 MONITORING AND EVALUATION

Monitoring is about checking the progress of planned activities to ensure that they are being carried out according to plan. The purpose of monitoring is to identify weaknesses and problems in order to take timely corrective measures. It is a process that checks whether programmes and activities are effective, efficient:

Are the means chosen effective in achieving the objectives?

Is the employed methodology proving to be cost-effective: does it maximize proposed benefits and ensure that time schedules are met?

What is the extent of the programmer's impact?

Monitoring should take place continuously throughout implementation. Emphasis should be placed on recording, analysis and feedback. An ideal monitoring system should include:

- A method of data collection, with data collected about timing, inputs and outputs of activities

attitudes and behaviour takes time and repeated effort. It is therefore important to build continuity into IEC activities so that they do not end before they have had a chance to succeed. To help with this, planners and managers can:

- Review and analyze information gathered at each stage of the process
- Analyze project impact among the intended audience

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CHAPTER 3

COMMUNICATION CHANNELS AND TOOLS

UNIT 1

INTERPERSONAL AND MASS COMMUNICATION

1.0 LEARNING OBJECTIVES

By the end of this unit, you will be able to;

- Explain what is meant by interpersonal communication
- Outline key skills required for effective interpersonal communication
- Describe some of the factors which may prevent effective communication
- Suggest ways in which interpersonal communication can be used in health services and programmes

2.0 INTRODUCTION

Interpersonal channels operate on a one-to-one basis and in group situations. Interpersonal communication occurs when you communicate on a one-to-one basis usually in an informal, unstructured setting. It occurs mostly between two people, though it may include more than two. Each participant functions as a sender-receiver; their messages consist of both verbal and non-verbal symbols and the channels used mostly are sight and sound. It also offers the greatest opportunity for feedback (DeVito, 1998). Flipcharts and picture codes are interpersonal tools mostly used in group setting (also referred to as group media) that enhance face-to-face discussion thus facilitating the investigation of critical issues and the exchange of knowledge.

3.0 INTERPERSONAL COMMUNICATION

Interpersonal communication is direct, face-to-face communication. It can be one-to-one or in small groups of people. In health services, interpersonal communication can be between health workers and their clients, potential clients and members of the community.

Effective interpersonal communication is about:

- Listening to what people say and finding out their views
- Inviting them to ask questions
- Being aware of their concerns
- Understanding the words and concepts that people commonly use and are familiar with
- Sharing ideas and information in a way that helps people to understand and learn more about the problem, correcting any misunderstandings about the facts
- Building on what people already know
- Using appropriate language and presenting information in a logical way
- Sticking to the most important points and not overloading the client with information
- Being specific about what people should do
- Motivating people

communication is the most important aspect of health education and IEC, as it enables individuals and small groups to explore issues in greater depth, which is crucial for behaviour change. Mass media can only influence knowledge and attitudes, and is best used for simple, informative messages.

In health services, interpersonal communication should establish trusting relationships between people and includes the processes of education, motivation and counseling.

TALKING ABOUT SEX AND RELATIONSHIPS

Because most people are infected with HIV through unprotected sex, HIV/AIDS IEC must involve discussion about sex. This is not always easy. Talking about sex can be difficult and embarrassing because:

- Some cultures have strict rules about when, with whom, and how sex is discussed
- Men and women have different ideas about sex and what it means to them and partners find it difficult to talk to each other
- Certain activities are disapproved of and never discussed publicly but may be happening

Finding a starting point for discussing these issues is often difficult. It helps to listen to what people say, explore what they think, know, feel and value, before trying to discuss the issue.

An NGO used the following methods to stimulate community discussion about behaviour change, rather than using traditional HIV/STD education:

- Body mapping, where the participants are asked to draw their own bodies and genitals. There is usually much laughter at the beginning and this helps participants to relax and talk more openly.
- Explanations of STDs and HIV and how they are transmitted using cloth pictures.
- Discussion about types of sexual behaviour which might be a risk for transmission and role plays depicting typical situations in the community

Counseling

Counseling is an important form of interpersonal communication, exchanging information to clarify and resolve problems. Health workers need to be able to counsel clients, helping them to look at their problems, make informed decisions and identify solutions.

There is often confusion between counseling and IEC since the approaches may be similar. The main difference is the setting. IEC generally deals with a number of people at a time, focuses on preventive aspects without any emotional or psychological issues involved, whereas counseling usually deals with an individual and their specific needs and problems including emotional and psychological issues. Counseling aims to share information about a disease and treatment and behavioural options, to promote compliance through negotiation with the client over positive treatment and behaviour changes, and to help them make informed decisions.

Counseling involves using the interpersonal skills described above. Effective sharing of information, checking for understanding and establishing achievable behavioural objectives with the client are all important counseling skills.

The following steps are a useful guide, though not every counseling session will consist of all six:

know on three larger cards. Shuffle the participants cards and give them to pairs of participants and ask them to place them near the large card they think is appropriate. Choices made should be discussed in the larger group.

Exploring attitudes and feelings

Activities to explore attitudes and feelings could include:

1. Write three large cards, with Agree, Disagree and Not sure on them, put in different parts of the room, read out a series of statements and ask people to move to the card which represents their view after each statement. Ask them to explain why they have chosen to stand there and to discuss it with others standing in different places. Invite people to say how they feel about listening to other people's opinions without discussing them, about explaining their views to someone else, and any changes in their opinions after listening to other people's point of view.

Practicing new skills

Activities for helping people to practice new skills could include:

1. For example, to introduce the use of condoms, give each participant a condom, ask them to check it is not past its expiry date, to open the packet and take the condom out, stretch it and play with it. Ask the group in pairs to discuss how they feel about handling the condom. Back in the main group invite people to make comments. Demonstrate condom use using a carrot or a wooden model of a penis, then ask people to try doing it themselves. Encourage discussion about what was difficult and what might help them to use condoms with a partner.
2. Role play is another useful method for developing and practicing skills. During a role play two or more participants pretend they are in a certain situation and act out how people might behave in that situation. Use the following three steps: Describe the situation or problem and ask two or three people to volunteer to act out the situation, for 5-10 minutes. As the participants to discuss what happened during the role play, and to make suggestions for overcoming the problem. Role play can be a useful method for women to practice assertiveness and negotiation skills for practicing safer sex with their partners, especially if the latter are likely to be reluctant to use condoms.

Solving problems and making decisions

Activities for helping people to solve problems and make decisions could include:

1. Picture codes, which are poster-sized illustrations without words showing a situation about which people may have strong feelings. Ask the group what is happening in the picture, whether this happens in real life, why it is happening, how the picture makes them feel, what are the root causes, and what can be done about the situation. At the end of the discussion summaries what has been said.

UNIT 2

USE OF PRINT MEDIA

1.0 LEARNING OBJECTIVES

At the end of this unit, you should be able to:

- Identify the printed materials that are useful in development communication
- Enumerate the usefulness of newspapers, posters and leaflets and adult literacy/school books to development communication.
- List the elements of print material production
- Discuss the process of printing production.

2.0 INTRODUCTION

The print media consist of a variety of publication that range from daily newspaper, magazines, books, pamphlets and newsletters to period public letters. They are relatively cheap, simple and easy to produce and can be taken home, consulted, and kept as a permanent reminder. Print materials, having text, or visuals or a combination of the two, are widely used in development to make communication effective. Print materials assist facilitators in interpersonal communication during training sessions or demonstrations. Sometimes they can be used as reference materials. Overhead transparencies, posters, and other visual aids can be used to illustrate points during learning. Handouts that are used by trainees themselves to remember important points are formally illustrated – it should be noted that words are images too. Print materials are also produced to provide a set of instruction on how to do something, including how to use communication materials. Posters are used extensively where one wants to draw the attention of people to specific issues.

3.0 USES AND RATIONALE FOR PRINT MATERIALS

Words and images constitute the two basic elements of the print medium. Words are particularly critical where you want to provide accurate understanding of concepts, instructions and procedures. However, they can also be tedious and difficult to understand at times. In many instances, they are practically useless, as the majority of people in the developing world are illiterate. Images, on the other hand, have an easier and more direct appeal, as pictures almost naturally attract the attention of the human eye. To understand a picture (provided it is compatible with the cultural environment) you do not need to have done any particular study.

The rationale for using print materials should be seen within the larger context of the situation in the area of interest. Print materials can be relatively cheap when you want a simple product; for example, when you use cheap materials or you use two colours only. They can be quite expensive if you want a sophisticated product (e.g. high material quality, full colour, etc.). Deciding when to use what and at which level, depends on a number of factors such as the characteristics of the interaction group/s (especially their literacy level), their number, their distribution (to produce 20 booklets for the 20 teachers of a district has a lower per/head cost than producing a radio programme. If, however, you had to reach 200

- vi. Motivation: Positive coverage of stories that deal with achievement, recognition and work itself can motivate others to tread development path.

3.2 Basic Elements of Print Materials Production

Printed materials include mass media such as newspapers, posters, pamphlets, banners, stickers, billboards, booklets, etc. and group media such as flipcharts, picture codes. The former usually intend to pass on information or messages to people while the latter enhances face-to-face discussion thus facilitating the investigation of critical issues and the exchange of knowledge. As for other media, when considering aspects related to the production process, you should assess the situation to be addressed by the communication strategy. There are a few elements you should be aware of when preparing for the production of print materials.

Culture: Printed materials have to, of necessity, be culturally relevant and appropriate. From culture to culture, images or metaphors that might be visually represented could mean different things, which are acceptable or not acceptable. Similarly, you should look at the literacy level of the interaction group critically when considering the written word. There are some literacy requirements for the visual component. People need to relate to images in order to appreciate them fully and understand the message. This is made possible if images are culturally sensitive and appropriate.

Educational Level: Illustrated print materials can also have text. As mentioned above before the use of text, it is important to know whether the interaction group for which the materials are meant, are literate.

Content: The content, that is what is presented by the print materials, should always be relevant and appropriate to the context. Subject matter, age, gender, and preferences for colour, appeals, and perceptions of the community determine the context, closely related to the cultural element. If you deal with visual materials you are strongly advised, wherever possible, to work with an artist from the community. This will ensure the appropriateness of the materials, encourage the community to bring out the materials associated with the topic and assist actively in the production process.

Language: Communication becomes a two-way understanding if the spoken and written language and that of visualization, is spoken and fully understood by the interaction group. Language is the first window to a people's culture. Unless one prints materials using the people's language, it might not be possible to access the people's culture.

Application/Technical Use: Materials for discussion, education, information or training should be pertinent to the application, or technical use for which they are meant. Indigenous technical knowledge regarding the matter should also have been known from the participatory research.

4.0 HOW TO DRAW FOR RURAL PEOPLE

- As mentioned above, because of their level of formal education, relative isolation from the media and other printed matter, rural people may have limited skills to interpret drawings. Just like reading a book, comprehending a drawing is an acquired skill, called “visual literacy”. To help such viewers, make illustrations that can be understood easily, possibly without any written or verbal explanation. The followings

1. Identify two print materials and discuss their uses for development communication.
2. What factors should be taken into consideration in the production of effective print material for development communication?
3. What process would you follow in producing a postal for a given development message?

5.0 REFERENCES/FURTHER READINGS

Ansah, P. (1991). Broadcasting and National development. *Module on Development Communication 2*, Nairobi: African Council for Communication Education.pp33-44

Mefalopulos, P and Kamlongera, C. (2004) *Participatory communication strategy design*. Rome: FAO. Retrieved December 23, 2010
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- a channel for interactive communication, for dialogue and debate on the major issues of rural development,
- a platform for democratic and pluralistic expression of the opinions, needs and aspirations of rural communities,
- a tool for cultural expression and entertainment, and a means of collecting, preserving and enhancing the oral and musical heritage of rural communities;
- a medium to collect local information on social issues, which is essential for defining, planning and implementing development efforts;
- a means of raising public awareness and motivation; and
- a tool which, combined with other media, can be used for training and the transfer and exchange of knowledge and technologies.

3.1 Basic Radio Approaches

Radio in the development context can be broadly divided into three categories, each of which requires a different approach:

- Educational Radio;
- Documentary and Cultural Radio; and
- Participatory Radio.

Educational Radio scope is that of providing knowledge and instructions on specific issues. It can be used for formal education, as in Nicaragua where UNESCO assisted to establish a radio network to teach mathematics to pupils in primary schools, or to provide informal instructions for practical purposes, as used in a number of countries, especially in the agricultural field. These kinds of programmes are usually written and prepared by subject specialists after having investigated and assessed the issues in question. Distance education is another area where radio has played an important role. It has provided the possibility of progressing with the studies to people in remote areas, reducing limiting factors such as the time (programmes are usually broadcast more than once and can be recorded) and the place (you can listen to them from your house or any other place provided you have a radio instead of going to school). Radio can also be used effectively as a support medium in educational campaigns on issues of collective relevance.

Documentary and Cultural Radio intends to report and provide testimonials on aspects of community life. This is done to draw the attention of the community to specific issues, problems and their solutions. Journalistic investigations also fall in this approach. Journalists, social researchers and communication practitioners are the ones that usually produce this type of programme, often adopting a participant observation approach in order to document the issues accurately and objectively. These programs can be addressed to other communities having similar problems, as well as to the management of development organisations or to policy-makers.

Participatory Radio implies the use of radio for the people and by the people. Even if in the previous two instances some degree of people's involvement is required, it is only with this kind of radio, also sometimes known as community radio, that full participation is experienced. The issues to be discussed and presented in the programme are decided by the community with the assistance of a radio producer. Zimbabwe, since 1988, has witnessed a unique media project that emphasises the two-way communication potential of radio as opposed to its traditional mass medium approach of addressing passive listeners.

rate among listeners, this will certainly help the message to be accepted more easily. Consideration should also be given to the presenter's background (do the listeners consider him/her an insider or an outsider by). Gender is another factor to consider (for instance a woman is more likely to give higher credibility to another woman talking about breast-feeding practices than to a man); and

- **Role models.** Closely related to the above point is the question of role models. If your presenter is somebody people would want to be associated with, or a popular figure that is highly respected, the message in the radio programme will be regarded highly. Again to see how popular people can effectively give prestige and credibility to a product, look at the way the advertisement world uses sports champions as testimonials which associate them to products that often do not have anything to do with their field of expertise.

3.4 Basic Principles of Radio Scripting

Finally, another significant element of radio production that should be noted is scripting. When you are ready to work on the radio script before anything else, define the subject, the purpose, the primary audience and the intended duration. Then go through the material you have researched and recorded in the field. Ideally in a good number of cases this process should be done in the community, with the community.

Here are some tips when you engage in, or supervise the writing, of a radio script.

- **Write for the ear, not for reading.** Spoken language and written language can differ greatly and this needs to be borne in mind all the time. Each word on the script should therefore sound right not necessarily read right. Avoid the use of
- big and complicated words, too many adjectives, and any word that may be unfamiliar to your audience;
- **Use imagery.** While trying to keep your language simple and straight forward, try also to be creative and allow your audience to visualise what you are talking about;
- **Use relevant facts.** Facts, especially if listeners can relate to them, help in drawing attention to the message. Facts can be the familiar, something the listeners have experienced directly, or memorable, or something extraordinary or known to everybody;
- **Speak your word as you write them.** As mentioned earlier on, you are writing for the ear. It is good practice therefore to speak the words as you are writing them on paper. The suggestion here is "Think it, Say it, Write it!"
- **Get straight to the point.** Do not cram information and when needed do not be afraid to repeat the information using different ways. Most likely the audience will listen to the programme only once, therefore you need to make sure that they will get the main point/s; and
- **Be informal.** It usually helps to keep the programme, person to person, talking to him/her as you would talk in a normal conversation. Say it the way people say it!

3.5 How to Evaluate a Radio Programme

By now you have seen some of the basic characteristics associated with a good radio programme. On page 63 you will find a prototype Pre-test Checklist Sheet for the audio production that should give you an idea of what to look for when producing a radio

programme. Criteria upon which a good programme is evaluated are: the relevance and the accuracy of the content; the interest it generates; the way information or points are treated and transmitted to the listeners, the technical quality and, most of all, how it has achieved the intended objectives. Evaluation, based on these criteria, should be done systematically. It must begin with the script, since it affects a number of factors such as the content accuracy and relevance, pace and message treatment. Once the script has been written it should be read aloud and timed. Whenever possible you should pre-test the programme to make sure it is accurate and easy to understand. The questions below are intended to provide you with a guide for revising and pre-testing a script.

- Is the main point/message coming out loud and clear from the programme?
- Have I done justice to the issue?
- Is the information accurate?
- Have I a strong introduction and a strong ending?
- Have I chosen the right words and the right language (for the ear)?
- Could I have used fewer words and say it more effectively?
- Is it easy to follow?
- Is it interesting to follow throughout the entire programme?
- Does it have a good pace?
- What response do I expect?
- Do the listeners get what I intended to?
- What response do I expect? and,
- Did I use effective slogans/jingles?

4.0 REVIEW QUESTIONS

1. Identify a development-oriented programme on any of Kenyan radio stations and discuss its format and theme. What is your assessment of the usefulness and effectiveness of the programme on the subjects that it is used to project?
2. What are the strengths of radio that give it precedence over other media?
3. In what ways can radio function in communication for development?
4. List and explain the format of radio that can be used for development purposes.

5.0 REFERENCES/FURTHER READINGS

- Ansah, P. (1991). Broadcasting and National development. *Module on Development Communication 2*, Nairobi: African Council for Communication Education.pp33-44
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<http://www.fao.org/docrep/008/y5794e/y5794e00.htm>

video production could be a complex and expensive task. The main danger with video is that it can often be regarded as the most important aspect of a communication strategy, running into the danger highlighted by McLuhan, when he stated that the medium is the message (Mefalopulos & Kamlongera, 2004). Viewers, especially in rural areas, can become very excited with video, but will they be equally excited and alert to the content video is supposed to communicate?

4.1 Purpose and Rationale for Using Video

Video is a medium that could be used for a number of purposes. The most common use is the one-way mass communication function, where the message, or a series of messages are passed on to a passive audience, consisting of viewers who cannot provide any direct feedback to what has been produced. Video, however, could also be used in a more participatory and interpersonal manner, as it has been extensively done by FAO in a number of countries in Latin America and by other organisations in different parts of the world (India is another country where participatory video has been used successfully). People in the community can use video to document and reflect upon issues and activities of collective interest. It can also be used to generate discussion on critical issues.

Before using video you should however closely consider the costs and implications associated with this choice. Bear in mind that video has a language in itself and before thinking how to go about it, you should try to understand the level of visual literacy of the community. By visual literacy it is meant the people's understanding of the technology and of symbols and images, which may be part of the video. You should therefore avoid using video just for the sake of it, as it frequently happens. Video should be used carefully and only after having decided the benefits expected and the full implications of using it.

4.2 Main Uses of Video

Video in development can be used effectively for various purposes namely:

- documentation;
- monitoring;
- encouraging participation;
- generating discussion; and
- facilitating the learning process.

Documentation usually implies a series of tasks that can be accomplished effectively only by somebody with a good deal of experience in video. Documenting a process or an activity requires accurate planning before the shooting, in order to highlight effectively the intended content/message. This means that before going into the field to document a project and community activities you need to sit down and prepare a basic plan for your video shooting. You have also to make sure that the video planning is compatible and feasible with the project work plan and the community's daily activities. Once you have done your video planning you must inform all stakeholders about it. When the actual shooting of the video begins, the person operating the video equipment needs to be familiar with a number of technical issues e.g., how to frame a shot properly, lighting requirements, proper audio recording, etc. This ensures the quality of the final product, which usually needs to be of high standard in order for the result to impress project management, policy makers, international donors, governmental institutions, etc. Finally, after the shooting in the field, the material should be edited into an attractive and interesting format. The production of this kind of video can be very expensive. You therefore need to identify funds before beginning the production process.

extraneous demands. However, being audio-visual, video has qualities of effectiveness in imparting knowledge and skills that other media do not have. It facilitates recording current events and group activities for recall better than do others, and it is thus a medium with greater potential for credibility for non-literate people. Video is recommended strongly to support training, educational and development programmes.

Audio tapes: Using audio tapes for community projects has the potential for reaching audiences as groups or as individuals. Their use for group listening, feedback and production is the preferred approach. This creates an atmosphere for dialogue, discussion, and the promotion of understanding and a culture of healthy debate. Audio tapes can be an effective facility for education in a range of issues from health, agriculture, voter or elections awareness to community management. This medium, however, raises some issues pertaining to production and resources. As the community's needs increase, production on a corresponding scale would require appropriate facilities, e.g. a studio with more sophisticated equipment.

Music, drama, and puppets: Most villages in the region have informal or formal groups of performing artists. Religious groups such as churches have choirs and some schools have drama clubs. Drama groups performing professionally from village to village exist in many districts as well. What are not so widely organised are puppeteers. These forms of media can be popular and facilitate educational programmes of awareness raising, influence behaviour formation and contribute to perception change. But they are most beneficial as complementary or supplementary elements. Though live performances are limited to one audience at a time, they are effective and encourage interpersonal encounters and participation. These forms also unearth creative talents. But they can become more widely accessible if performances are produced and broadcast through other media such as radio, video and audio tapes.

5.2 Potentials of community media for development

Karikari(2000) identified the roles that community media can play in development thus:

Peace-building and development: The countries are going through, have come out of, or harbour potential sources of violent, disintegrative conflicts. Concerted and consistent education by mass media in peace, human rights, democratic governance and tolerance is very much needed. Post-conflict reconstruction also requires strong media close to and accessible to local communities.

Socio-economic development: The persistence and indeed intensification of poverty and deprivation calls for renewed interest in the use of media to support development. Its use for creating general awareness, imparting skills and new technology utilization is an objective that community media ought to pursue to support local initiatives and efforts. Potentially viable small enterprises and other initiatives flounder because of poor management. Community media can address these through direct educational programming.

Literacy and numeracy: This is an area that governments have spent considerable energy