PARTICIPANTS' OWN EXPERIENCES AND
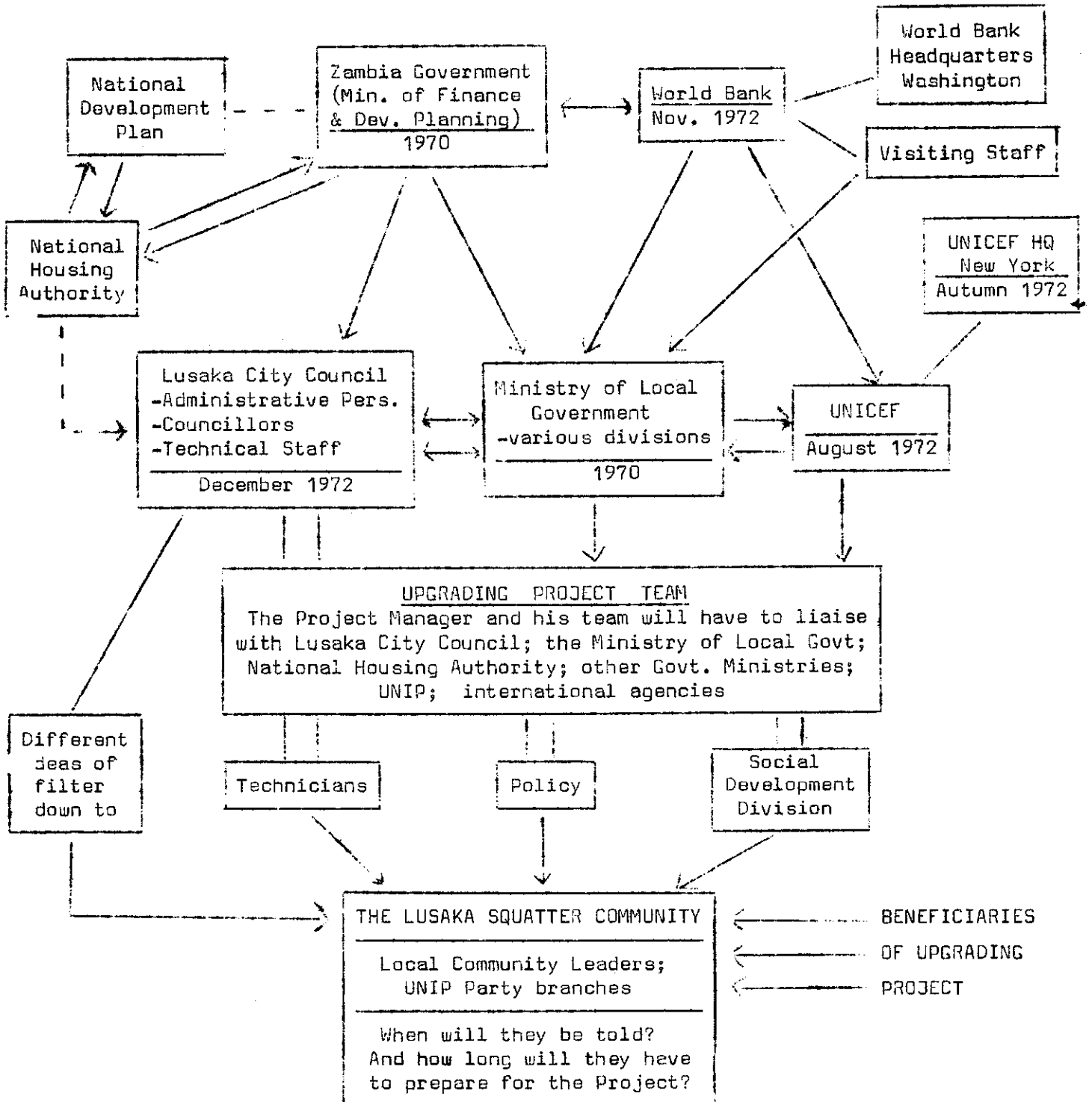
THE PREPARATION OF THEIR OWN PSC PROGRAMMES

The first consideration of the organisers was to relate our
Project Support Communications concerns to the experiences and
problems facing the participants in the workshop.

The workshop began with each participant explaining his or
her work and outlining either their experience in PSC work or the
kinds of communication problems that they faced in their work.
The participants touched on many problems from the difficulty of
getting local journalists to write simply when the only examples
they had before them were from the sophisticated newspapers and
magazines of the developed countries, to the technical difficulties
of getting full radio coverage in a developing country.

Just to give an example of the sorts of problems discussed,
we reproduce overleaf the diagram drawn on the blackboard by
Steve Mulenga as he explained the genesis of the Lusaka Urban
project.   His main point was that while some government officials
had been talking about the project for three and four years, and
yet even now did not fully understand the project proposal, officials
were expecting the people in the squatter areas to understand and
help implement the project almost immediately without anything like
the same lead time.   He was in fact making a powerful plea for the
community development workers to be allowed a reasonable period of
time to inform and educate the squatter community into the aims
and demands of the upgrading exercise.

THE LUSAKA UPGRADING PROJECT

Simplified Representation of the Dissemination of Information about the Project

National Development Plan

Zambia Government (Min. of Finance & Dev. Planning) 1970

World Bank Nov. 1972

World Bank Headquarters Washington

Visiting Staff

National Housing Authority

UNICEF HQ New York Autumn 1972

Lusaka City Council
-Administrative Pers.
-Councillors
-Technical Staff
December 1972

Ministry of Local Government
-various divisions
1970

UNICEF August 1972

UPGRADING PROJECT TEAM
The Project Manager and his team will have to liaise with Lusaka City Council; the Ministry of Local Govt; National Housing Authority; other Govt. Ministries; UNIP; international agencies

Different ideas of filter down to

Technicians

Policy

Social Development Division

THE LUSAKA SQUATTER COMMUNITY

Local Community Leaders; UNIP Party branches

When will they be told? And how long will they have to prepare for the Project?

BENEFICIARIES

OF UPGRADING

PROJECT

Note: This shows some of the information flows. The real picture is even more complex. Other organisations are involved, there is a considerable overlapping of personnel on different bodies, and there is also an important informal communication network.

Steve Mulenga
April, 1974

The last three days of the workshop were set aside for the participants to apply what they had learned at the workshop to some of the problems that they faced in their work in their own countries. This was the test of the success of the workshop. The first week we had thrown ideas around, then we did a PSC exercise together, now each participant had to prepare a useful PSC programme to take home with him. No two participants or groups of participants tackled the problems in the same way, but all showed a firm grasp of the need for the carefully planned and systematic use of resources to overcome communication blockages.

Lesotho:	Litsebe Mokhachane	"An Outline of the Communication Needs of the Lesotho Livestock Improvement Project"
Tanzania:	Joseph Mahiga	"How the Audio-Visual Institute, through the National Film Library, can promote Social Development in Tanzania"

URBAN PSC PROGRAMMES:

Botswana:	Lepetu Setshwaelo Sam Pule Thabo Katametsi James Honold	"Francistown Urban Re-development and Expansion Project - An Outline of its Communication Needs"
Zambia:	Steve Mulenga Harrington Jere Ruth Mundende Kabwe Kasoma Willie Selemani Isaac Mwendapole Ivy J. Setiloane	"The Communication Needs of the Community Development Workers' Training Syllabus" (For the Lusaka urban project)
Zambia:	Kathleen Fallon	"The Communication Needs of the Planned Urban Growth Research Project - Lusaka, Zambia"
Swaziland:	Richard Mdladla Nat Kunene	"Msunduza Township and Squatters" Mbabane, Swaziland.

LESOTHO   LIVESTOCK   IMPROVEMENT   PROJECT

An Outline of Communication Needs

Prepared by Litsebe Mokhachane

8 May 1974

THE COMMUNICATION LINE

A. POLICY

The Ministry directly involved in the project should discuss the AGREEMENT if any and come to an agreement. During the discussions the Director of the Livestock Division should be present. The Planning Unit should give advice on the economic implications of the project.

B. CO-ORDINATING AND PLANNING COMMITTEE

1. The Co-ordinating and Planning Committee composing of all Divisional and Sectional heads of the Ministry should discuss the project and draw a plan of operations.

In this Committee representatives from other Government Ministries, Non Government Agencies and the Project Unit, if appointed, should be invited into the discussions.

2. Livestock Division should without fail discuss details of the project to the staff of the Ministry of Agriculture operating in the field.

3. The Co-ordinating and Planning Committee, through the Director of Veterinary Services, should without fail discuss details of the project with the District Development Committee. See diagram.

4. Field Officers of the Livestock Division should now draw a communication programme for conveying the project message to Livestock Associations if they exist for discussion in the area concerned.

They should then convey the message to farmers in general for discussion especially those who will be involved in the project.

The Field Staff will contact Agriculture Information Services for selection of suitable media for the communication programme.

Without pre-determining the views of Field Staff and farmers the Unit would expect to produce:

1) Radio programme explaining the project
2) Organise field campaign using slides and film for passing the message
3) Produce posters and leaflets to support the campaign

C.   FEEDBACK

After the communication campaign, Field Officers should be a
able to report to the District Development Committee and/or direct
to the Director of Veterinary Services.   Why?

If a problem is encountered the D.D.C. or the D.V.S. should
be able to put the problem before the Co-ordinating and Planning
Committee for discussion.   Solutions or suggestions from the
Co-ordinating and Planning Committee can then be passed to the
D.D.C. and the Field Staff for further discussion with the farmers.
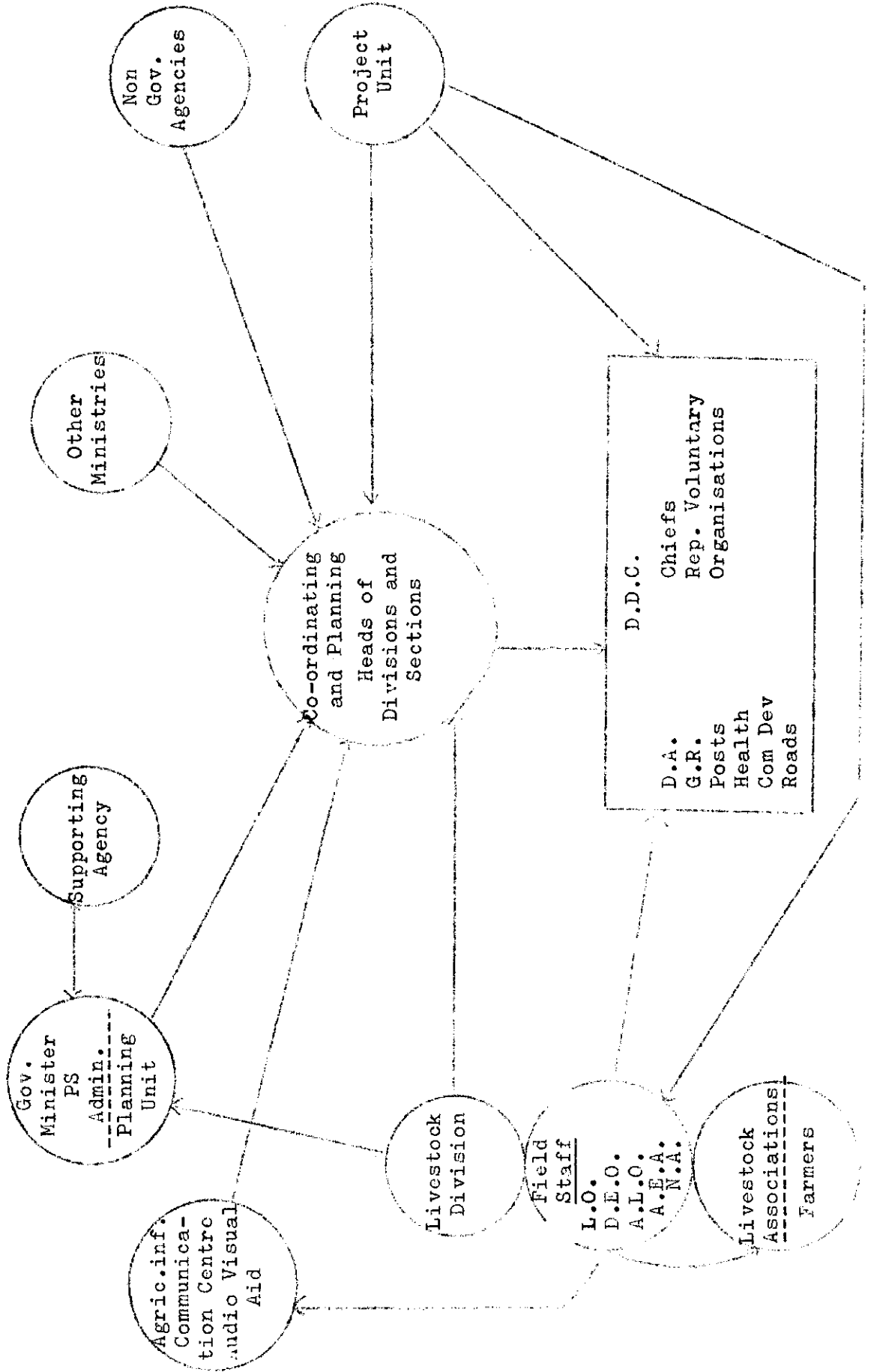

D.   IMPLEMENTATION

Where a Project Unit is established the Unit should be able
to start operating using as much as possible ideas collected
during the communication campaign.

In some cases an implementing body may be appointed within
the Livestock Division and likewise they should use ideas from
the communication campaign.

The Agreement Policy

Non Gov. Agencies

Project Unit

Other Ministries

Co-ordinating and Planning Heads of Divisions and Sections

D.D.C.

Chiefs
Rep. Voluntary
Organisations

D.A.
G.R.
Posts
Health
Com Dev
Roads

Supporting Agency

Gov. Minister
PS
Admin.
Planning Unit

Livestock Division

Field Staff
L.O.
D.E.O.
A.L.O.
A.E.A.
N.A.

Livestock Associations
Farmers

Agric.inf.
Communica-
tion Centre
Audio Visual
Aid

"HOW THE AUDIO-VISUAL INSTITUTE THROUGH
THE NATIONAL FILM LIBRARY
CAN PROMOTE SOCIAL DEVELOPMENT
IN TANZANIA"

Prepared by Joseph P. Mahiga
P.O. Box 9310
DAR-ES-SALAAM
TANZANIA

8th May 1974

<u>An International Workshop on Communication</u>
<u>For Social Development</u>

"HOW THE AUDIO-VISUAL INSTITUTE THROUGH
THE NATIONAL FILM LIBRARY
CAN PROMOTE SOCIAL DEVELOPMENT
IN TANZANIA"

By J.P. Mahiga

1.   <u>Introduction:</u>

The International Workshop on "Communication for Social
Development" held at the University of Zambia, Lusaka on 29th
April, to 10th May, 1974 which was organised by UNICEF has made
me turn a new leaf in the field of Communication for Social Deve-
lopment. I would furthermore emphasise that it has not only made
me turn a new leaf but rather it has opened a New Chapter for me.

One of the most important aspects the Workshop has emphasised
is the fact that in order to promote Social Development through
communication, the communication media must be <u>a two-way process.</u>
During a communication process normally we have the 'sender', then
the 'message' and lastly the 'receiver', thus: -

```
                        message
    SENDER  ┌─────────────────────────────┐  RECEIVER
            └─────────  feedback  ─────────┘
```
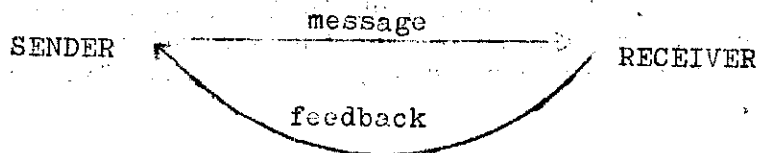
If we are satisfied with this definition then we are applying what
is called a One-way Communication process. This in itself implies
that the sender is only interested in sending out information in
disregard of how the message is received, the reaction of the receiver
and the consequences accruing from this anomally. Although in the
diagram the feedback is sent to the sender but it might as well imply
that the purpose of communication is to manipulate the receiver.

The one-way communication process is very notorious for get-
ting the blame of being the major source of breakdown of communi-
cation between planners and implementors, and this is one of the
causes of the many failures of several Governmental Development
Projects. The media responsible for this are the radio, the press
(newspapers), the film (if not cleverly made out) and also Television.
In other instances planners and implementers alike tend to impose
things on people and again well-publicised projects suddenly end in
a flap. Hence the need for a <u>Two-Way Communication Process.</u>

The two-way communication process requires that the 'receiver' should as well play the role of 'sender' thereby ensuring feedback from both parties. We need a more democratic model in which the parties to the "communications contract" function dually as 'senders' and 'receivers', thus:

SENDER
RECEIVER

RECEIVER
SENDER

NB: In order to facilitate good understanding between 'sender' and 'receiver' the following major aspects have to be borne in mind:

(a) The relationship between the sender and the receiver
(b) The social and cultural backgrounds of the sender and the receiver
(c) The process of perception and exposure to the message

This is the theme of the PSC for Social Development. Now how can I apply these techniques to my work in order to promote social development? At present I am the director of the Audio-Visual Institute at Dar-Es-Salaam in Tanzania. One of my major duties is to distribute educational films to my clients out in rural areas as well as to distant urban areas. My second task is to produce educational films which again are to be sent out to the same distant students of mine to help them develop physically, intellectually, culturally and economically.

I am a class-teacher by profession. When I was teaching in class, communication between my students and myself was quite handy and spontaneous. I could lecture and later on ask questions. I could organise study groups and later conduct discussions. I could use maps, charts and diagrams not only for showing or pointing out facts but also for the students to point out facts to me and ask questions, in other words I could ask them questions and they also could ask me questions - a typical two-way communication process.

But now I am no longer a class-teacher or better a teacher in class. My students are the clients who are far away from me. Now I can no longer see my students; I cannot organise them in groups and conduct discussions; I cannot ask them questions. In other words I cannot effect an easy two-way communication process as I Used to do with my class pupils. I admit it is a new experience for me apart from being educational. But the International Workshop at Lusaka has just got me out of the nightmare and dilemma which has been haunting my memory ever since I joined the institute. But now I can see that a two-way communication process can be effected inspite of the distance when given the relevant mass communication

/...

media. And this is the very theme of this synopsis.

2. "How the techniques I have acquired at the International Workshop can be applied to improve the services of the Audio-Visual Institute in Tanzania in order to promote Social Development".

First of all I think it is better that I give a brief account of the services the Audio-Visual Institute is catering for at present.

The services of the Audio-Visual Institute fall into three main categories: Firstly, under the name of The National Film Library the Audio-Visual Institute has centralised and is establishing a collection of 16 mm films to be loaned out to different institutions. The library is for the time being in possession of approximately 500 sound film prints dealing with different subjects ranging from agricultural, health and science subjects to social, cultural and political topics.

We loan out films to clients working in ministries, parastatals, schools and colleges, cooperatives, Ujamaa Villages and all other non-commercial institutions. The duration of the loan ranges from 2 weeks for people residing in and around Dar-Es-Salaam to 4 or 6 weeks for people outside Dar-Es-Salaam as well as embassies abroad. When the films are returned a small delivery note is enclosed accompanied by and sometimes without a short note of comments such as "People liked it very much", "We want more recent films" or "We want films of a progressive nature" and such other general blunt comments. To me, sending out films to clients without any or proper feedback, it is a one-way communication process. As such much is still to be desired if at all we want to utilise the films as a means of a Project Support Communication to effect Social Development as emphasised during the workshop.

The second and probably the most exciting part of the Audio-Visual Institute's activities is our own production of Educational films. The institute is equipped with all the necessary apparatus for the production of 16 mm films: cameras, tape recorders, editing machines and a laboratory with machinery for processing and printing of films as well as a complete sound studio.

Film-making is a long and expensive process. So far we have made 3 films and 3 more are underway. At present all the emphasis is on film production and all the equipment and experts are for film production. I do not grudge it nor am I pessimistic about it; because it is an expensive endeavour and because the project is under an overseas technical aid programme I feel it just and proper that we concentrate on film production at this moment.

But from what I have gained from the workshop, it is quite essential that some more teaching aids or communication media as such will have sooner or later to be taken into consideration. The PSC Workshop emphasises that the main factors to be taken into consideration before carrying out a campaign or a development project are that:

    (a) The aims of the project or campaign should be clearly
         defined.
    (b) The message to be conveyed should be examined.
    (c) Lastly the media should be decided upon.

This requires that several kinds of media should be used for different target groups.

The third activity is to repair nearly all the audio-visual equipment in the country. These equipment are usually sent by post or by someone coming to Dar-Es-Salaam. I feel that in order that the message to be sent out to the audience through the film can be effective, proper use of the equipment is very vital. I still consider that this is also a one-way communication process. We repair for them but we do not know how they operate the equipment.

3. **Proposals for improvement:**

A. **The National Film Library:**

The essence of a two-way communication process is of course the major issue under consideration here. It is very essential that we should get a feedback from our clients on whether the films were useful or otherwise, not in general terms but specifically. As such first of all as soon as I go back I'll make sure that the questionnaire procedure is revived. Secondly, the questionnaire must be modified in such a way that it reflects to us, not only the reaction of the audience but also to invite any suggestions from them in specific terms.

Thirdly, I am thinking of establishing a Film Research sub-section within the National Film Library. At present I have appointed one Film Research Officer. His main task at present is to obtain postal addresses from all our potential clients as well as sending to and obtaining catalogues from them. He also reviews films from the old library and writes summaries; and the third task for which I am also directly responsible is to evaluate the films we import to see whether or not they are fit for distribution in the country bearing in mind the educational, cultural, social and political values of the country and the nation as a whole.

But the Research sub-section, now I feel, must do much more than that:

(i)   It has to map out areas in the country where response
        is good or otherwise.

(ii)   It has to obtain ressons why. Whether due to cultural,
        social or pooitical reasons, or due to physical com-
        muciation problems.

(iii)   Which types of films give good response or otherwise.

(iv)   Which type of audience (target groups) it was shown
        to.

(v)   The characters in the film and how they influenced the
        reception or the theme of the film and such like.

Fourthly, the Research Sub-Section will also have to act as the
Advisory Body to the Librarian in tuning up his distributions as well
as to the Film Producer and the Director of the Institute as a whole
as guidance for future productions.

B. Film Production:

As I have stated above, one of our main tasks is to produce
educational films. What I look forward to introducing later on is
how to select media for Project Support Communication Campaigns.

During the workshop we have realised the importance of using
different media for different purposes; and that we should bear in
mind the following points: -

(a) The aims of the campaign or project.
(b) The target groups and their size.
(c) Distance of sender from receiver.
(d) The kind of message we wish to convey, and lastly
(e) The task of selecting the media itself.

It therefore follows that the aims, the target-groups and
their size as well as the distance from the sender and the kind of
message we wish to convey will all determine what kind of communi-
cation media will be used e.g. whether the lecture method or the
group discussion method is to be used and whether or not to be
accompanied by flip charts, slides, film strips or by films, video,
television and radio.

I do therefore feel the need for this institute to undertake,
later on, the task of making and producing diagrams, Flip Charts,
Flannel graphs, Slides, Film Strips, Transparency overlays as well
as continuing with film production.

Another important aspect in the production of educational films in order to enhance development is <u>to make follow-up films</u> for feedbacks in order to ensure not only a two-way communication process but also to show what effect and impact the first film has had. For example in the case of "Juma Mkulima na Mwanafunzi", this must be followed by another film to show how Juma has benefited through education by correspondence and how he applies his knowledge in the Ujamaa Village he is living in.

Similarly, in "Mama Chakula Bora", Yahaya's progress could be followed after the Nutrition Centre had taught Yahaya's mother how to provide a balanced diet in order to really show the effect of nutritious food, and not only by comparing him with an already otherwise healthy baby.

C. Repair of Audio-Visual Equipment:

As I have hinted above, in order that the message to be sent out to the audience through Mass Communication Media can be effective, proper handling and use of audio-visual equipment is very vital.

In most cases the film projector is not in good running order and as a result it gives a very distracting noise, and at once bad reception results, and bad reception means breakdown in communication. And not only that, a queer noise in the projector means a defect which may as well spoil the film itself right away.

Again the process of inserting the film into the projector may not be done in the proper way and the outcome is that the film can be damaged or erased and thus rendering the whole film useless thereby depriving several clients; or the film can be partially unserviceable thereby giving an incomplete message which is tantamount to breakdown in communication.

I am therefore envisaging that sooner or later, seminars on the proper handling and use of audio-visual equipment should be conducted at my institute to ensure a good and effective communication process.

To sum up then, film production at the Audio-Visual Institute is still at its infant stage. Our staff are still under training, so no major communication support projects or campaigns have been wholly undertaken by the institute. However, being a government service function its role is multi-purpose. At present we are trying to make a film for the Cooperative College of Moshi under the auspices of the Cooperative Union of Tanganyika, TANU and the Prime Minister's Office. The film is to support a campaign they want to wage through study groups in order to help people who have already decided to live in Ujamaa Villages. The campaign is to be called "Kuishi Kiujamaa". If the campaign will materialise the film

will depict how people solve their problems together and how democratic decision-making operates and why it is the kernel of success for any development project - a two-way communication process. The first version of the script is already out, but there is still time for improvement especially now that I have come from this International Workshop on Communication for Social Development.

But as I have already pointed out, we at the Audio-Visual Institute have not as yet assumed full responsibility nor have we undertaken any major project support communications to that end. That is why I decided to concentrate on the improvement of the existing services the institute is engaged in at present.

Thank you.

FRANCISTOWN URBAN RE-DEVELOPMENT AND

EXPANSION PROJECT

An Outline of Communication Needs

Prepared By:-

Lepetu Setshwaelo
Sam Pule
Thabo Katametsi
James D. Honold

8 May 1974

A. PROJECT ELEMENTS

1) Physical Infrastructure (Primary and Secondary)
   - Roads/Drainage
   - Electricity
   - Sewerage
   - Water
   - Street Lighting

2) Industrial Land (11 ha.)

3) Commercial Area (CBD - 6 ha.)

4) High Cost Housing Plots (25 IDA, 25 Government)

5) Site and Service Housing Plots (900)

6) Traditional Housing Area Plots (1,500)

7) Aqua-Privy Toilets (2,400)

8) Building Materials Loans (R200 per plot - Government
                            R200 per plot - IDA)

9) Community Facilities
   - Primary School (1)
   - Clinics (2)
   - Ward Offices (2)
   - Civic Centre (1)
   - Council Works Depot (1)
   - Marketplace/Street Vending Shelters/Council-Lease Shops

10) Technical Assistance (Self-Help Housing Agency, Project
    Management, Training)

11) Up-Grading of Existing S and S areas (Bluetown and Tati-West)

12) New Water Supply

13) Medium Cost Housing Area

14) Low Cost Housing Area

15) Bridges

B. TARGET GROUPS

1) Councillors and M.P.s

2) Council Staff

3) Industrialists (Existing and Potential)

4)   Retail/Wholesale Businessmen (Existing and Potential)

5)   Central Government Ministry/Department Offices in Francistown

6)   N.G.O.s

7)   Ward Development Associations

8)   Somerset East Residents

9)   Bluetown/Tati-West Residents (Existing)

10)   Riverside South/North, Somerset West, P.W.D. Squatter and
     Satellite Squatter Residents (Existing)

11)   Monarch Residents (Existing)

12)   Surveyed Tatitown Residents

13)   Consultants (BCHOD)

14)   Ministry of Local Government and Lands (and other Gaborone
     Ministries/Departments)

15)   BHC (Botswana Housing Corporation)

16)   IDA (World Bank)

C.   <u>CHANNELS OF COMMUNICATIONS</u>

1)   Ward Administration

2)   Self-Help Housing Agency

3)   Project Manager's Office

4)   UBLS - DEMS (?)

5)   Town Clerk's Office

D.   <u>MESSAGES</u>

1)   Meaning of Traditional Housing Areas

2)   Meaning of Site and Service Areas

3)   Re-Location of Residents from Riverside South/North, Somerset
     West, Satellite Squatter and P.W.D. Squatter (Persuade/Encourage)

4) Re-Development Proposed for Somerset East

5) Meaning of Up-Grading (Areas X and Y)

6) Use of Aqua-Privies

7) Progress Reports on Project as a Whole

8) Financial Implications of the Project

9) Implications of Certificate of Rights

10) Proposals for Development/Sale of Industrial Land

11) Proposals for Development/Sale of Commercial Land

E. METHODS OF COMMUNICATIONS

1) Radio Botswana

2) Daily News

3) Kutlwano

4) External News Media (i.e. Mafeking Mail, Argus News Service)

5) Bulletin Boards

6) Public Meetings

7) Town Clerk's Notices

8) Project Manager's Notices

9) Posters

10) B and W Photographic Prints

11) Film Strips/Slide Sets

12) Booth at Trade Fair (July)

13) Council/Committee Meetings and Minutes

14) Interpersonal Conversations/Correspondence

15) Fact Sheets

16) Maps/Diagrams

F. COUPLING OF TARGET GROUPS, CHANNELS OF COMMUNICATION, MESSAGES, AND METHODS

Group	Channels	Messages	Methods
B1	C3, C5	D1-11	E7, E8, E10, E11, E14, E15, E16
B2	C3, C5	D1-11	E7, E8, E10, E11, E14, E15, E16
B3	C3, C5	D10	E1, E2, E4, E12, E14, E15, E16
B4	C3, C5	D11	E1, E2, E4, E12, E14, E15, E16
B5	C3, C5	D1-11	E7, E8, E14, E15
B6	C1, C2, C3, C5	D1-11	E7, E8, E10, E11, E15, E16
B7	C1, C2, C3, C5	D1-11	E7, E8, E10, E11, E15, E16
B8	C1, C2, C3, C4(?), C5	D1, D2, D4, D8	E5, E6, E7, E8, E11, E15, E16
B9	C1	D1, D2, D5, D6, D8, D9	E5, E6, E7, E8, E9, E11, E15, E16
B10	C1, C4(?)	D1, D2, D3, D8, D9	E5, E6, E7, E8, E9, E11, E15, E16
B11	C1	D1, D6, D8, D9	E5, E6, E7, E8, E9, E11, E15, E16
B12	C1	D5, D8	E5, E6, E7, E8, E9, E11, E15, E16
B13	C3	D7	E14
B14	C3, C5	D7	E7, E8, E10, E11, E14, E15, E16
B15	C3, C5	D7	E7, E8, E14, E15, E16
B16	C3	D7	E7, E8, E10, E11, E14, E15, E16

PLANNED URBAN GROWTH

RESEARCH PROJECT

Lusaka, Zambia

Prepared by Kathleen Fallon
Stephen Mulenga
Harrington Jere
Isaac Mwendapole
Ruth Mudende

8th May 1974

At an international workshop on
"Communication for Social Development"
held at the University of Zambia
from 29th April to 11th May, 1974.

PLANNED URBAN GROWTH RESEARCH PROJECT

The object of this exercise is to define a communication problem within this research project and subsequently, to outline some communication techniques to overcome these problems.

THE MESSAGE

The specific purpose of the research project is to investigate and assess urban planning policies which aid low income newcomers to absorb into the urban life of Lusaka. Absorption is measured by the acquisition of shelter, income, access to on-site services, access to off-site services such as education, and participation in urban life such as voting, by the newcomer. Therefore, the communication problems of the researchers are to adequately secure information from the newcomers and to subsequently influence or communicate the ideas of the project to policy makers.

The objective of the project is to show that cities can themselves generate the resources necessary for the rapid and efficient absorption of newcomers. It seeks to reject the presently held notion that rapid urban growth is not desirable and that the only positive response is to increase the demands made on national resources. This misconception can be criticised because it leads to neglect of immediate needs of urban areas, and because it ignores the possibility that cities have the potential to generate internal resources for absorbing large numbers of newcomers.

The objectives of this project are:

1. To investigate how cities in the developing world are at present absorbing newcomers;

2. To investigate how cities could more quickly and more effectively absorb a rapid and continuous influx of newcomers, by identifying the factors which influence its effectiveness;

3. To examine the potential for the mobilization of existing resources and institutions internal to the city, the stimulation of new urban skills and the provision of incentives for productive participation by newcomers;

4. To examine the relationships between the efficiency of the absorption process and the nature of central and local government responses to the opportunities created by the arrival of newcomers;

5. To use the knowledge of the absorption process resulting from Nos. 1 and 4 above and especially the indirect government policies from No.3 and the direct effect of government action from No.4, to test the major thesis:

"that the rate of absorption can be increased and the process made more effective by an appropriate combination of plans, programmes and policies which respond to rapid urban growth without continuously increasing the demands made on national resources."

In light of the preliminary hypotheses, the focus of the Lusaka study is to be an examination of the experience of physical expansion and absorption of newcomers over the period from 1960 to the present. The relationship between the different types of physical extensions and the absorption achieved by the people living in them will be studied, together with the induced effect on income opportunities caused by the building of these extensions, and the effects that management and administrative practices of central and local government authorities have had on the process of absorption. Attention is to be paid to the roles in the absorption process played by the newcomers themselves, by the 'informal' and 'formal' sectors of the urban economy, and particularly by central and local government through their intervention as planning and housing agencies and as statutory undertakers for municipal services.

THE TARGET GROUPS

Our brief is to describe and explain the relations between a redefined concept of "urbanisation-cum-migration", referred to by us as "absorption". It is also to describe the policies, plans and programmes pursued by a variety of Government agencies in this field and to propose modifications to these relations so as to make absorption more rapid and more effective.

Within this context, our responsibility is then to explain these ideas to:

1. the policy community - we must show the need for a detailed re-examination of related policy areas and planned urban growth in relation to existing policies and plans;

2. to the academic community - we need to show the relevant original implications of 'absorption' in relation to existing concepts in the field;

3. the newcomer households - we need to communicate with the groups characterised by our definition of newcomers (recent in-migrants and other groups in the urban population with similar characteristics). A study of their characteristics will make up our understanding of the Lusaka case and enable us to test the validity of our hypotheses.

4. a further category is all <u>agencies responsible for absorption</u> - our project has outlined a preliminary list of 25 agencies such as Community Welfare agencies, Physical Planning agencies, Ministry of Development and Finance, Local Government Administration, Political Organisations (UNIP leaders), Community Development Agency, Voluntary agencies, etc. These bodies however, will not be specifically addressed in this paper because of their vast numbers.

THE DELIVERY OF THE MESSAGE

In seeking to understand how absorption of newcomers takes place in Lusaka, our first step is to communicate with newcomers. In this step we are not so much delivering a message as collecting the message. This collection is undertaken by the following methods:

1. Introduction by government officials of researchers to local political leaders;

2. Explanation of project by <u>conversation</u> and <u>chalk-talk</u> to these local leaders;

3. Selection of a <u>case study</u> for specific illustration of project; i.e. <u>Chawama</u>;

4. Introduction of project team to Chawama local leaders. By making the necessary initial contacts, the team hopes to gain the confidence and interest of these people. This can be done through <u>informal group sessions and discussions.</u> Without this step future direct contact with newcomers will not be possible.

5. Once personal communications are established an outlined <u>questionnaire</u> is drawn up to be distributed on random basis among selected newcomers.

6. The questionnaire should be conducted by local residents familiar with the language and customs of the newcomers.

7. Similarly, personal <u>interviews</u> can be conducted for collection information. These interviews may include a cassette recorder for greater coverage of responses. In addition, a recorder will free the interviewer from carrying papers and filling in answers. As long as the interviewer is familiar with pre-arranged questions this method allows greater flexibility for more detailed responses as well as additional questions.

8. If possible, direct and informal conversation with newcomers should be encouraged.

9. Each of the abovementioned techniques should be on a <u>home visit</u> basis or possibly, if permission is granted, at <u>the place of employment.</u>

The second category of persons with which the project team is to communicate their ideas is the academic community. This group will be concerned with the methodologies employed as well as the results of the project. Communication techniques which might be employed are:

1. Written material in book form. This written format could also be utilised in journals capturing the main highlights of the team's findings. These articles could be included in numerous publications.

2. Within the book form, visual aids could include photographs showing for instance the various stages of house building experienced by newcomers. In addition, charts and diagrams could reflect the findings.

The third group with which the team is concerned is the policy community. The most important contacts should be established in Lusaka and the following techniques could be employed:

1. One of the more important means of communicating is the inclusion of a Zambian member on the project team. A recent University of Zambia graduate left his position with the National Housing Authority to join the research team for a period of six months. Once the project is completed this person will continue to effect the findings through his position with the National Housing Authority.

2. Throughout the project period numerous Newsletters have been published and forwarded to policy makers keeping them in touch with findings and results as they occur.

3. There have also been numerous informal and formal meetings with local leaders, again to keep them up to date with findings and to receive some feedback from them.

4. The results of these investigations will initially be disseminated by conferences and seminars in Zambia, and subsequently recorded in the form of "Reports for Distribution to interested Governments and Government Agencies in Africa". The whole project will eventually be the subject of a book.

5. Aside from conversation, chalk-talk and publications, a 35 mm slide presentation could be prepared with an accompanying script revealing the project's findings. In addition, a filmstrip could easily present various activities of the 'informal' sector to show the resources which are available and the amount of activity generated within this sector.

THE TIMING OF DELIVERY

It is important to the project that continual contact be
made with policy makers in particular. This is to avoid a
last minute presentation of ideas and subsequently the departure
to England of the team members. Once away from Lusaka, very
little influence might be made with the exception of the person
at National Housing Authority.

It is also important that the project have sufficient time in
Lusaka to insure adequate understanding and collection of
information. The project began in December 1972 and will be
completed in December 1974.

MSUNDUZA TOWNSHIP AND SQUATTERS

MBABANE SWAZILAND

Prepared by:

Richard Mdladla

Nat Kunene

MSUNDUZA TOWNSHIP AND SQUATTERS

BACKGROUND HISTORY

All third world countries without exception, are today confronted with the inevitable problem of migration from rural areas to urban areas. This gives concern to the governments of the day.

To single out one proble among others, is the situation prevailing at Msunduza Township, east of the capital.

As many settlers continually came to settle in Mbabane, avenues of employment became wider and wider and Msunduza Township grew even at an accelerated rate. The people had come to stay. It is to be appreciated that no one single authority at this stage ever drew the attention of the squatters to the fact that the land on which they were squatting had its rightful owner and would be evicted at a later stage.

PHASE ONE:

1. In the absence of Government Houses to accomodate Civil Servants, Government decided to sell plots of land to those servants who could afford to buy them and put up decent houses. This small area is referred to as EXTENSION 1.

PHASE TWO

2. Not very long ago, Government was pressurized to survey and sell residential plots to those who had the means to do so across Mbabane river east of the Industrial Area. This was achieved with a maximum degree of success. This is called EXTENSION 2.

3. PHASE THREE: (SELF-HELP SCHEME)

At this stage, it became evident to government that in order for a people or community to develop, any development project, should involve the people concerned

People in this area were approached with a view to finding out whether or not they would be in a position to accept the proposal SELF-HELP SCHEME. This was no problem. Things went much faster than was anticipated. It had to be so because people were guaranteed ownership of property.

The success of this cheme sparked enthusiasm in numerous other areas. Hopes were entertained that the scheme would be extended to other areas even beyond the confines of the capital.

4.   PHASE FOUR

For one reason or another, much against the hopeful expectation of the people, the scheme was discontinued. Adjacent to the SELF-HELP SCHEME, government put up buildings for those who could afford rent. As a result, these houses are occupied by Government servants and others who have the means to meet the rent.

5.   PHASE FIVE

Soon after that EMOBENI FLATS came up. These too were obviously intended for those who could affor high rentals. Did this in fact solve the problem? It remains to be seen.

6.   THE REAL PROBLEM

A large number of the population of Msunduza lives in health hazard surroundings. Shanty structures can be found on the eastern and northern slopes of Msunduza towards ENGCWEMBE RIVER on one hand and towards Foteign on the other.

It is to be observed therefore that these "mushroom" shanties are growing by the day and that it will be no easy job simply to blow a whistle and see them disappear over night in future.

To control or not to control the expansion of these eye-sore structures, is a mental exercise for the authorities concerned.

It is to be remembered however that none save the SELF-HELP SCHEME has had the overwhelming support of the masses of Msunsuza. In view of this, the authorities concerned are urged to reconsider introducing the SELF-HELP SCHEME in Mbabane and elsewhere.

The picture of Msunduza becomes much more gloomy when considered in terms of:

(a) sanitation
(b) water supply
(c) lighting
(d) roads
(e) social amenities etc.

It is anticipated therefore that the authorities concerned, will not delay to take the necessary precautions to avoid the occurrence of such health hazards which may come as a result of the absence of the facilities enumerated above.

CREATION OF AWARENESS

COMMUNICATION   NEEDS   OF   COMMUNITY   DEVELOPMENT

WORKERS   TRAINING   SYLLABUS

Prepared by:-

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Ruth Mundende
Harrington Jere
Kabwe Kasoma
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9 May 1974

Syllabus C.D. Workers on: Project Support Communication

MESSAGE

1.   The Language Component of the Syllabus

   a)   Use of language in communication, i.e. choice of
         suitable words.   Words that do not provoke ill
         feeling and suspicion.

   b)   Techniques of poster making.   Simple illustrations.
         Cartooning.   Interviewing, surveying which should
         include basic C.D. approach.

   c)   Writing an article.   Editing an article.

2.   Sociology Component of the Syllabus

   a)   The elementary dynamics of group sociology.

   b)   Studying the social norms of a target society.
         Identification with target society.

3.   Selecting Media

   Techniques:- selected patent media selector.

4.   Use of Theatre as a Communication
   Technique
   a)   Theatre is cheap means

   b)   Does not need literacy

   c)   Use folk-lore and topical subjects

   d)   An effective two-way system

5.   Existing Channels of Communication

   a)   Identification of Leaders

         i)   Peer Group
         ii)   Family
         iii)   Political Leaders
         iv)   School
         v)   Church
         vi)   Natural Leaders

A. THE TARGET GROUP

Training Institutions, Government Officials, C.D.W. Trainees, Course Organisers.

The Delivery of Message

a) Training Institutions Government Course Odganisers

    i)   Slides and film shows
    ii)   Discussions and examples of real situations
    iii) Newspaper articles

b) C.D.W. Trainees

    i)   Visual Aid
    ii)   Posters, slides and films
    iii) Role playing
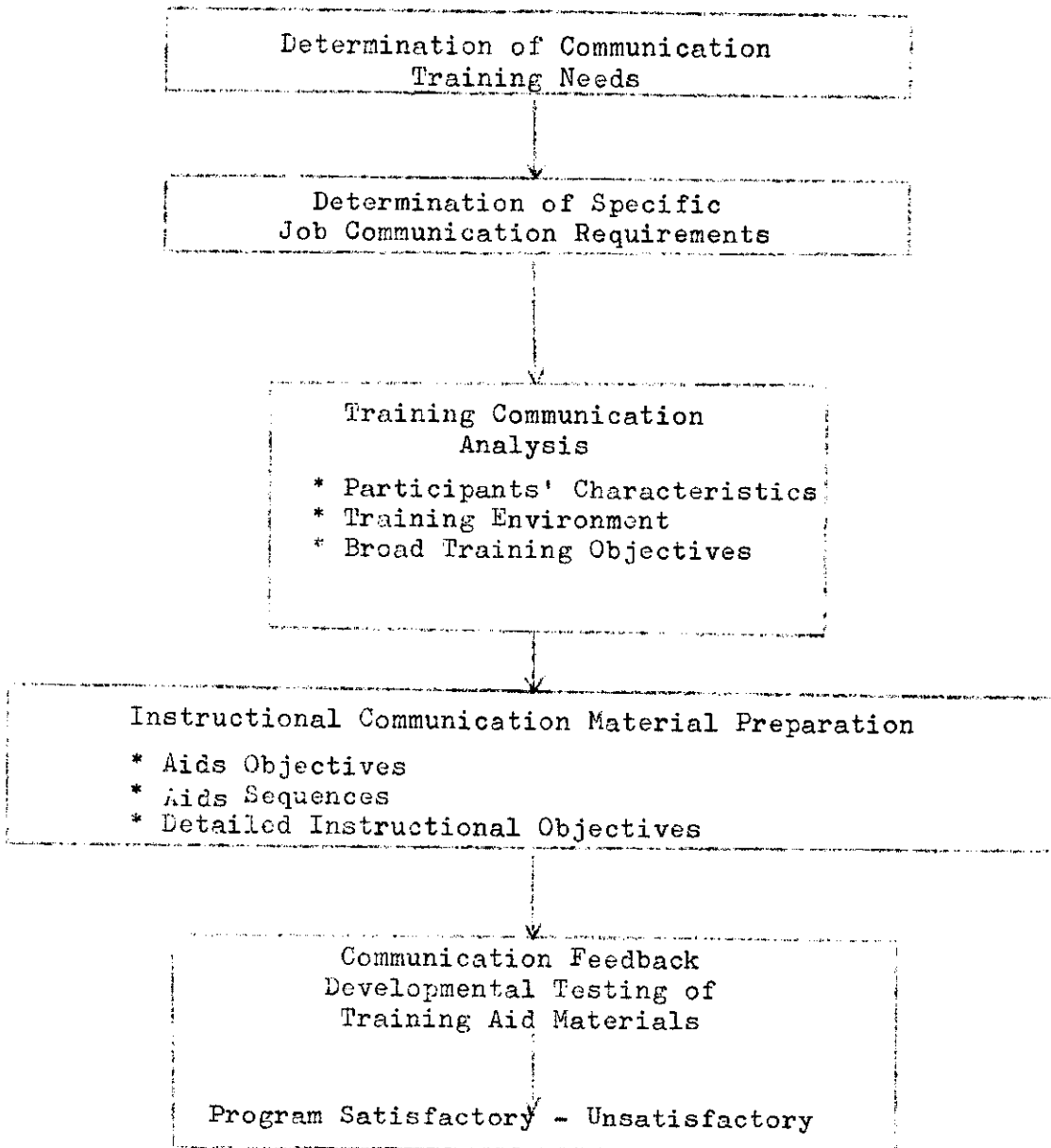   iv)   Exposure to real situation by home visits, field trips .

TIMING

B. STUDENTS

a) Six weeks they have discussions with the people concerned so that they get familiar with the people's ways of behaviour, i.e. after having learned the theoretical side of the sociological component and about the things involved in language, i.e. through plays, folk-lores, slides, posters, etc. This might go on for the first three months, then the discussions with the people for six weeks can take place.

b) Selecting media - the next month - which is channel of communication.

Course Organisers, Top Government Officials and Training Institutes

Discussions with the help of posters, slides, newspaper articles, for the first three months for the purpose of setting the idea of message in the syllabus.

PROJECTED UPGRADING COMMUNICATION TRAINING SYLLABUS

Determination of Communication
Training Needs

Determination of Specific
Job Communication Requirements

Training Communication
Analysis

* Participants' Characteristics
* Training Environment
* Broad Training Objectives

Instructional Communication Material Preparation

* Aids Objectives
* Aids Sequences
* Detailed Instructional Objectives

Communication Feedback
Developmental Testing of
Training Aid Materials

Program Satisfactory - Unsatisfactory

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Notes

During Part V, Workshop exercises, participants spoke about their own experience with PSC, and prepared papers c outlines describing these projects. These include:
- The Lusaka squatter project;
- Lesotho Livestock Improvement Project. An outline of communication needs, by Litsebe Mokhachane
- How the Audio-Visual Institute, through the National Film Library can promote social development in Tanzania, by Joseph P. Mahiga, Dar-es-Salaam, Tanzania.
- Francistown Urban Re-development and Expansion Project. An outline of communication needs, by Lepetu Setshwaelo, Sam Pule, Thabo Katametsi and James D. Honold.
- Planned Urban Growth Research Project, Lusaka, Zambia, by Kathleen Fallon, Stephen Mulenga, Harrington Jere, Isaac Mwendapole, Ruth Mudende
- Msunduza Township and Squatters. Mbabane, Swaziland, prepared by Richard Mdladla and Nat Kunene.
- Communication needs of community development workers training syllabus, prepared by Stephen Mulenga, Ruth

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