

UNICEF AND THE PEOPLE'S REPUBLIC OF MOZAMBIQUE
MASS EDUCATION AND COMMUNITY PARTICIPATION PROJECT

PART ONE: Benchmark Surveys

1. PHASE ONE: Status Report for period November 1977 - November 1978
The project is funded by UNICEF for the years 1977-1979, and administered by the Ministry of Information.

- 1.1 The Media Consultant, Mr. Juarez Ferraz da Maia, was recruited by the Government of Mozambique towards the end of 1977. UNICEF is reimbursing the Government his remuneration
- 1.2 Selection of Project Areas 5 communal villages located in the premises of Cabo Delgado, Niassa, Gaza Zambezia and Manica were selected as research areas.
- 1.3 Training mostly on-the-job, of 9 communication facilitators for the core team at the Ministry's headquarters in Maputo and one for each of the five villages .

Syllabus included:

- Introduction of Social Communications, an informal course organised by the Consultant and utilised the Ministry's various facilities. Officials from other Ministries also participated so as to establish closer links between the Project and the various sectors.
 - Social communications research techniques, principally related to the research carried out in the communal villages.
 - Analysis of the roles and functions of information/communications structures in Mozambique.
- 1.4 Research The field research components of the project have been carried out during 3 extended field trips in December 1977, February and July 1978 in 3 communal villages in the provinces of Cabo Delgado, Niassa and Gaza

initially and subsequently in two further villages in Zambezia and Manica provices. The research undertaken has covered the following areas:

- a. Basic Socio-Economic Survey of Each Village This included the use of questionnaires and involved Government officials, community leaders, local artisans and other villagers. Apart from basic social, economic, political and cultural data, information was obtained on the information and communication systems within the village life, communications problems affecting particular sectors and other factors affecting communications such as geography, roads, area of influence, etc.
- b. Language and Vocabulary - problems relating to the use of Portuguese among people speaking local dialects. Conception of and impact of key words related to Education, Health Agriculture and other Government activities amongst villagers. A list of 200 key words in 3 local languages was drawn up.
- c. Moving Image - films related to Government development activities were shown in each village. Data were obtained on the perception and retention capacity among villagers and the impact of the messages conveyed.
- d. Fixed Image - villagers' perceptions of photographs, posters and other fixed images were studied; to what point did foreign symbolism penetrate villagers? Perception of drawings as opposed to photographs; comparative impact of slides conveying theoretical concept messages as opposed to others depicting life in the villages and the villagers themselves.
- e. Radio - perception and impact of radio broadcasts, in Portuguese and local languages.

PART TWO: Implementation

2. Phase Two - January - December 1979

All the information that has been gathered is now being processed and results will be published in a report which was expected to be ready by November 1978. Meanwhile the the Project has been having discussions with other sectors so as to develop a programme of activities for the practical

application of the results of the field research within the activities of the Health (Department of Preventive Medicine), Education (Department of Literacy and Adult Education), and Agriculture Ministries. However, the project will continue to be basically research oriented in that the main objective of the second phase will be to test the various types of equipment and messages format to find the most suitable for wide application in the Mozambican context.

In addition to finding the most suitable media, the second phase of the project will refine and substantially expand the research work done during the first phase. The Government is clearly committed to establishing some kind of project support communications network in the near future. The type and nature of this network will very much depend on the results of this phase.

3. Recommendations for Phase Two

The project should endeavour to undertake applied research in community media and the consequential organisational design relevant and suitable to the Mozambique situation.

The active involvement of the community in the communication process will be the hallmark in this project. The term 'community media' will be used, in the context of the project, to describe the inter-active relationship between the communication systems envisaged and the communal village community systems involved. The work 'community' is used as a pre-fix to denote the emphasis on the community service application of a particular medium, as with community radio, community video, community written matter, community slide sets, community drama or theatre.

Community media are not media which are different in kind from the mass media as such, for modification of mass media structures and systems particularly at the remote end is an important part of the approach; the term simply differentiates the uses to which the media are put, namely servicing the needs of the communal villages. The specific features which will be applied to the project are:

- a. All media programming will be based on needs and interests of the community per se and community projects.
- b. The involvement of the non-professionals in the production--the villagers will have a major part to play in the media production as partners.

- c. There will be an active relationship between the communicators and the villagers following the production and during the use of the materials.

This approach will:

- (i) provide alternative information and education to that distributed by traditional and mass media programming.
- (ii) enable communal villages, groups and individuals to pursue subjects to the level which suits their needs, when and wherever those needs are felt.
- (iii) provide a means of communication and a flow of information tuned and tailored to community needs as circumstances require.
- (iv) create and enhance a flow of communication, in the form of a dialogue vertically between those who have information and those who need it and between those who make the decisions and the people affected by them, and extrinsically amongst the villages.
- (v) enable groups to communicate with others at their own level, horizontally, so that experience gained by one group can be available to another.

Therefore, as problems or crises arise, as social, political or economic circumstances change, each individual will be able to get access to and to acquire the information needed to deal with the new demands made on him as an individual or member of the community.

The use of community media techniques will emphasize rural development than urban development and thus it is within the overall priorities of the Government of Mozambique. A major contribution community media will make is to enable villagers to engage in a dialogue with local and distant decision makers.

A key component in this community media approach will be 'animators'. These will be young Mozambicans who will be recruited from the communal villages and trained in community media technologies. These workers will be located in a touring media unit, or based in a communal village or zonal media centre. The approach is one of outreaching-- going out with the media to where the people are, as well as providing the centralised resources for those who have the time and energy to come to the centres.

This will necessitate two types of personnel: namely, technicians

to service and maintain equipment and communications facilitators, trained in educational and development skills, who will promote popular participation in adult education in the villages. The former service will initially, at least, during this phase, be provided by the Ministry's technical staff and the latter category of staff is being recruited and trained as the project unfolds.

3.1 Action Oriented Research The development educational messages and the consequential education materials production will be based on community identified problems which will in most cases tally with what the sectoral Ministry's activities or plans in the villages. This approach will call for a close and integrated collaboration with other ministries and organizations 'delivering' services to the five communal villages that form the project catchment areas.

3.2 Research and Evaluation Procedures The investigation component of the project will aim at discovering the strengths and weaknesses of various sets of media methods and techniques for communicating with the rural people in Mozambique with a view to bringing about social and educational change.

The research will consist of three main parts:

- a. Collection of data on the village situation before the specific educational treatments are started-- a benchmark survey to establish villagers' knowledge, attitude and practice on specific problems and practices.
- b. The treatments, in which educational or structural attempts would be made to introduce change in the five villages and during which further data would be collected particularly on villagers' reactions to the treatments.
- c. Collection of data on the treatment effects via a follow-up survey.

The difference between the benchmark and follow-up surveys in the treatment villages would be compared with the changes which occur in the nearby villages where no special treatment was carried out, although existing development programmes and national educational messages would have continued to operate as usual.

The impact of each communication treatment would be determined by the difference in some dependent variable for example, adoption of an agricultural innovation or a health practice, between the

benchmark and follow-up data-gathering in a treatment village, minus the parallel benchmark follow-up difference in the control villages. This measures the naturally occurring changes in the dependent variable.

3.3 The Communal Village is the Final 'Delivery Point' It is at this final 'delivery point' in rural development that all government plans and programmes converge and it is here with the villager and his family that success or failure is ultimately determined. Therefore it is imperative that this project helps to determine the best and replicable means of bringing to this villager and his family, in a unified, coherent and usable form, the information and education they need to take part in integrated development programmes. Integrated communication will essentially be part of integrated Mozambican development plans and progress. The decisive integration of communication is that which is interpersonal and takes place at the point of delivery, i.e. when it reaches the villager and his family.

The essence of integrated communication in this project will be the coherence of messages, which are readily understood, usable and reflect an appreciation of the rural family's inter-related needs. For instance advice on better nutrition of family members will often be practically related to advice on better agricultural practices.

3.4 Objectives

3.4.1 To use modern techniques for the purpose of adult education* (in its broader sense) bearing in mind the specific requirements of the Mozambican situation.

3.4.2 To evaluate the utility and effectiveness of these techniques and equipment used as well as their economic aspects, within the framework of a long term communication applied research programme. This evaluation will make it possible to determine to what extent communication is capable of (a) accelerating the development of urban and rural adult education (b) enhancing the effectiveness of adult education campaigns, by making them broader and fuller (c) helping to complete and improve the work of educators and monitors in such fields as literacy, agricultural (extension) education, health education, etc. (d) facilitating the adaptation of life-long education to the changing needs of Mozambique.

* The broader concept of adult education stresses the importance of serving all in need of more knowledge, information, skills and other learning experiences. It aims at mobilising national human resources through education development.

- 3.4.3 To serve as a demonstration for these techniques for educators and communicators in Mozambique and other developing countries.
- 3.4.4 To train field workers, government officials, trainers and technicians in communication techniques.
- 3.4.5 To develop, with those responsible for training field workers:
 - a. Training designs and curricula that incorporate field level educational materials production into existing training programmes and into special courses, where possible.
 - b. Training programmes, materials and techniques that will develop skills in communication and education to increase field workers' effectiveness in reaching and educating rural families.
 - c. Training materials and techniques that will develop skills in communications evaluation, so that field workers will be able to contribute to the improvement of future training materials, techniques and curricula.
- 3.4.6 Develop seminars, workshops and courses to introduce modern communication techniques to other development programmes and organisations.
- 3.4.7 To build up a library of Mozambican communication materials on development subjects.

In short, the Government of Mozambique with the assistance of UNICEF is trying to find how development communication can be used as a tool for building community self-awareness. In a project of this nature it is, therefore, difficult to state exactly precise objectives. If the project staff begins with precise and specific objectives, communication will not serve the community in making its own decisions about objectives, it will only provide a target for or means of dissemination and discussion. Hence the above stated general goals will be a mere guide. Specific and targetted objectives will be developed as and when community needs, means of achieving them and the consequential communication strategies are identified.

3.5 Training The communal villages' communication facilitators will receive additional training in:

3.5.1 Teaching methodology and techniques

3.5.2 Interpersonal communication

3.5.3 Group dynamics

3.5.4 Pretesting of educational materials and messages

3.5.5 Basic principles of management

3.5.6 Mozambican community organisation (Principles and Organisation)

3.5.7 Practical and integrated approach to Rural Development

3.5.8 Functions of Communication Media in an integrated Approach to Rural Development

3.5.9 The dynamics of cultural and social change in rural development

3.6 Media

The following media are likely to be the major ones:

3.6.1 Radio

Radio Forums

A RADIO FORUM is a small listening and discussion group that meets regularly in order to receive a special radio programme which the members then discuss. On the basis of the programme and discussion they decide what types of relevant action to take. This sequence of activities is expressed in the motto of the Canadian forums: "Listen, Discuss, Act". In radio forums emphasis is usually placed not only on creating knowledge of new ideas but also putting them into practice.

Radio forums capitalise on the notions that multi-channel communications is more effective than single channel communications and that the effectiveness of a multi-media approach tends to increase with the degree of disparity between the channels combined. Mass media which enables one or several people to reach many, lies at the end of communication scale opposite interpersonal channels, which involve confrontation between individuals. Radio forums are said to combine the best aspects of these two extremes:

"Mass media alone can reach a larger audience at the price of a lesser impact, while interpersonal communication provides a greater message impact at the price of a smaller audience. This inverse set of relationships lies at the heart of the particular advantage of radio forums." (Beltran 1969)

1. Research in many parts of the world has raised several points regarding the effectiveness and future usefulness of radio rural forums as educational tools:

- a. Integrating knowledge-transmission techniques into an overall development programme, the radio forums work far better than the simple distribution of radios to villages in the vague hope that villagers will profit from their presence.
- b. Within the groups both illiterates and literates participate approximately equally.
- c. Field tests have shown that the knowledge gain of group members to be more than double that of non-members who have listened to the same message but individually.
- d. The group interaction drew out knowledge individual villagers had culled from experience and prompted them to share it.
- e. Despite conscious efforts to keep group discussions and activities nonpolitical the forums seemed to engender a broader based, more firmly rooted village democracy than official councils could provide.
- f. To keep the forums going, and efficient organisational infrastructure of supervisors, transportation and communication is essential.

2. Organisation of Listening and Discussion Groups

- a. Members of the communal villages will be, for the purposes of this project, organised in village Study Groups of twenty to thirty adults.
- b. Each group will have: (a) a trained Study Group leader to lead the meetings that would listen to the radio programme when broadcast over the radio or played from a cassette, and discuss what action, if any, to take in view of the points brought to the group through this medium. This leader will be a mature man or

woman selected by the villagers themselves. (b) a Secretary to prepare the meeting and recording the attendance, minutes and resolutions. The Secretary will be a literate person able to keep accurate records of proceedings. The local school teacher may ably fulfill the requirements of this table.

3.6.2 Videography

- a. Community Videography The project teams will spend long periods in each of the villages sharing day to day life, attending meetings, taking part in discussions, sitting in on adult education classes and participating in village festivities. The video recording equipment will be used to tape these events. At regular intervals a play back screening will be held to which villagers will be invited. Discussions arising from the tape showings will also be taped. This approach will give the project staff a good idea of the reactions to the type of video programming being made and test the peoples' messages retention capabilities for future utilisation in community education video programmes.
- b. Another experimental format would be to use the videography to bridge communication gaps between the villagers in rural areas and the leaders in the headquarters (at various levels) namely-- district, province and national, by recording discussions and events with the villagers and playing back these tapes to stimulate community groups; and to take these communications from the village to the leaders and vice versa. Thus both vertical and horizontal communication dialogue is achieved-- tapes being made with one group being shown to others and so on. In this way a 'snowball' communication effect at the grass roots (communal village) level will be accomplished.
- c. The videography will be used to train villagers in procedures or skills pertaining to adult education programmes such as preparation of meals for children, procedures for constituting oralite, etc.

3.6.3 'How to' Literature

Another component of the project is to assist other ministries and organisations to research into design, pretesting and production of 'how to do it' literature, for the communal village leaders, plus communicators, agricultural, health, etc. workers based or working in the communal villages.

3.6.4 Slide - Story

- (i) For educational purposes in the villages
Complete slide sets with scripts and or tapes will be produced for group discussions and evening village shows.
- (ii) For para-professional Training Institutions
Experimental slides will be produced for the para-professional Training Institutions as a research into the methodology and techniques of preparing visual aids for educational institutions.
- (iii) Project Documentation
The procedures, methodology, etc. employed in the implementation of this project will be recorded on a slide set for future briefings.

4. Funds

UNICEF is providing equipment, transport and cash grants for local costs up to a total of U.S. \$200,000 during the period 1977-1979.

5. Project Organisation and Communication

- 5.1 The project is administered by the Ministry of Information which has established a special unit to be responsible for the implementation of this project.
- 5.2 As the delivery point is in the Communal Villages, the project activities are coordinated and integrated with other development plans and processes by the National Commission for Communal Villages (NCCV) which is directly under the office of the President. The project operational guidance is provided by the Coordination committee of the N.C.C.V. The 'Gabinete de Estudos do Ministério da Informaçao (officer-in-charge of the project) represents the project in the two bodies.
- 5.3 Linkage-relationships between the project and other technical ministries and national organisation's e.g. Health, Agriculture, Education, the Women's Organisation (OMM), FRELIMO, etc. are automatically provided through the N.C.C.V. and its committee from the national level to the communal village level. This institutional structure provides adequate horizontal, vertical, political and bureaucratic linkages.

5.4 Research and action linkages will be developed with the technical and training units of the relevant ministries, organisations and the University.

6. Acknowledgement

I wish to thank all those who greatly facilitated my task during my three-week mission in Mozambique, particularly Mr. Carlos Delgado, the UNICEF Representative, Mozambique, Mr. M. Lopez, National Director of Information, Ministry of Information, Mr. Juarez Ferraz da Maia, UNICEF-supported Media Consultant/Project Director, Ministry of Information, Antonio Cossa, General Secretary 3 de Fevereiro Communal Village, Xai Xai, Gaza Province.

I also wish to acknowledge my debt to the excellent and exhaustive briefing notes that were prepared by the UNICEF office and the project staff.

Maputo
MOZAMBIQUE
10 November 1978

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Notes

The report accounts for the first phase of the project and draws up recommendations for a sequel, a phase II of the project.

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