

## VI. OPENING AND CLOSING ADDRESSES

### A. Summary of the inaugural address of Mr. Carlos Martínez Sotomayor, Regional Director for the Americas

UNICEF has three fundamental missions in Latin America and the Caribbean: to attend to children in visible emergencies caused by nature or man; to combat the causes of the silent emergencies facing millions of children in circumstances of extreme poverty; and to defend the Rights of the Child as the central point of the promotion of social development.

If we wish to respond to the challenge of achieving that governments and organizations renew their efforts to centre their attention on the elimination of critical poverty, it is fundamental to reorient and concentrate our forces at the institutional level.

The change that must take place in order to achieve our objectives must incorporate communications as an indispensable tool.

We must insist before the governments that the basic services strategy, appropriate technology and community participation are inherent to the conception of social development.

The advocacy process occupies a strategic central role by means of which experiences are collected and systematized, promoted and diffused, internal and external resources are channelled for their application and governmental implementation is achieved. Within this framework, information in support of programmes is of primary importance.

We believe that PSC and Public Information, both facilitators of advocacy, are most important instruments which deserve special attention from those responsible for the formulation of policies and programmes.

The great challenge is to find ways in which to incorporate communications fully into the work of social development, thereby contributing to overcoming the problems affecting children.

Experts on these matters insist on the existence of a series of problems which have hampered the contribution of communications to development. They maintain that there were many failures in the past because the predominating approach was from top (the government) to bottom (the population). The mass communications media, centred in urban zones, supported this approach. Therefore, what the experts call feedback from the community, which is no more than the response of the people, was very deficient.

At present, community participation and the necessary feedback which we mentioned, are not only considered to be useful, but indispensable.

We understand PSC to be the integral utilization of communications with the target populations of the programmes, systematically included in the planning and implementation of social development programmes. Likewise, those within the Organisation who are conversant with these matters believe that in the future PSC will make possible the detection of the community's problems, their expectations, their behavioural patterns and the resources which they could generate.

This seminar, which has met for study and analysis, has a place within the new requirements for the transformation of UNICEF into an agency for development and advocacy, oriented towards children and women.

UNICEF must take advantage of the store of academic and technical knowledge and experiences in communications available in Latin America and the Caribbean. We are trying to break the vicious circle formed when there are few training possibilities for personnel within the region, which makes experts in communications go to developed countries from which they return with systems and technologies that are not always adaptable to the needs of the region.

Personnel training, the exchange of experts among different countries, information on institutions and professionals working in the field of communications, the sharing of experiences on the practical applications of PSC, are all important to provide a background from which to establish a regional network of institutions and individual talents to support the offices in all their efforts in favour of children, especially those afflicted by extreme poverty.

During UNICEF's Americas Regional Staff Meeting with the Executive Director in September of 1980 in Santiago, Chile, it was pointed out that it was indispensable to support horizontal co-operation in regard to communications, to improve our knowledge of the present problems facing communications for development in the region in order to avoid duplicating efforts and to take advantage of already proven experiences. The creation of an Information and

Communications Centre for Latin America and the Caribbean was also proposed, similar to one already existing in Africa, and the establishment of a self-supporting publications policy to cover the region.

Development is inconceivable without the development of education, science and culture. Community participation is an indispensable requisite for any real development policy, and this is impossible without communications. Communication is called upon to fill an irreplaceable role in generating the awareness of problems and in facilitating ample participation of the population in the debate regarding the transformations which concern them. Certainly this contributes to cement the popular legitimacy of the decisions adopted and ensures the intensive mobilization of the efforts indispensable to achieve defined objectives.

B. Opening statement by Mr. Fritz Lhérisson, Area Representative for Kingston

Let me begin by saying how delighted my colleagues of the Kingston Area Office and myself are to have you here with us for this PSC Workshop, an important first for us in the Latin American and Caribbean region. We are also pleased that our regional director, Don Carlos Martínez Sotomayor and my fellow representatives from Bogota, Brazil and Lima are able to join us. It is also an immense pleasure to see among us our friends and colleagues from headquarters and from the other UNICEF Offices in the region, responsible for diverse activities in their own offices - Project Support Communication, Programming, Social Planning, Information - which when combined, make UNICEF's delivery of assistance effective and efficient. We are also happy that Messrs. Juan Díaz-Bordenave, Carlos Cordero Jiménez and Sergio Elliot are here as resource persons to assist us during the next eight days in our search, along this scabrous road, for a better understanding of PSC. We are also honoured by the presence as observers, of two colleagues, one from the government of Jamaica, Coordinator of the UNICEF Assisted Basic Services Project, Mrs. Doris Watts and the other, from the Mass Communication Department of the University of the West Indies, Mrs. Marlene Cuthbert.

Today is indeed a special day for us of the Kingston Area Office, particularly for me. I am feeling somewhat like a proud father or perhaps I should say grandfather. Some two years ago when Revy first visited the Kingston Office, we discussed the need for the staff in this area to participate in a PSC workshop. The idea grew from there to the need for a regional workshop, which we indicated, we would be happy to host.

Dozens of man-hours and memoranda later, here we are about to participate in what promises to be a well organized and most useful workshop sponsored by UNICEF. Now, I am not about to claim the kudos for this event. I am only too aware of the long hours that Marjorie Newman-Black, Francisco Pelucio Silva, Revy Tuluhungwa and their supporting staff have put into making this possible and I wish to congratulate them. I am sure when we leave here on the 29th, those of us who have had the special opportunity to participate in this workshop will have finally come to grips with what PSC is, this strange creature that has wandered around the corridors of our offices for many years. Hopefully, we will have domesticated the animal so that finally, its potential usefulness will be revealed to us and we can put it to work for improved UNICEF programming.

While my own understanding of PSC remains until now, superficial, certain of its characteristics have become clear to me. I can say categorically that PSC is vital to the effective implementation of UNICEF assisted programmes. In UNICEF, we talk about basic services including primary health care, improved nutrition for children and mothers, better food production techniques, water and sanitation, etc. Underlying in all this is the need for community participation and inherent in all these programmes, is an effort on our part to modify the behaviour of people - to introduce new practices or in some instances, try to revive traditional practices like breastfeeding, which somehow got lost in the so called development process. In many of these efforts, we have been somewhat unsuccessful. We

help to install the wells and latrines, we provided seeds and agricultural implements and we equipped health centres - but all these efforts have had limited impact on people's lives, because the community education element was missing. A review of all these less than successful endeavours will almost certainly point to one common shortcoming - the absence of a carefully planned and implemented communication strategy.

Can we say that PSC is the privileged child of UNICEF? I can venture to say unfortunately no. Why? Because simply it is not understood, therefore, it is more or less ignored. Hence the reason why we are here today. Something went wrong since 1970 when the first instructions came from Headquarters to field offices drawing to our attention the importance of communication as support to UNICEF assisted programmes. Although we have seen some improvement over the past years in this field by appointing PSC advisers in some field offices, the situation of PSC is still not an enviable one. Your presence here for this workshop will help to change the situation as one of its aims is to develop guidelines for the inclusion of communications in planning and programming in the Americas. Therefore, over the next days, we will have to work assiduously if we have to reach this outcome.

May I say that in UNICEF there is conflict of opinion and also understanding about what PSC is. People tend to differ about its importance and how it can really help to accelerate the achievement of objectives set in a given programme/project. At this stage, I would like to raise

this simple question, "How can we expect PSC to work if it is not properly 'planned' as an intrinsic part of the programme and not as an after-thought?" Unless there is a conscious acceptance and decisions regarding the objectives of PSC and also the necessary means by which such objectives may be achieved, PSC will continue to be an adopted child in UNICEF still striving to find its genuine parents.

Having come this far in my own understanding, I look forward to deepening my appreciation of PSC and if not learning how to do it all myself, to fully appreciate the need to cooperate closely with specialists in this field.

For PSC or whatever other name we give it, is a special field. It has been suggested that a PSC Officer is really only an Information Officer by another name trying to get into information by the back door. How erroneous this has proved. PSC is so much more than collecting and disseminating information. What then is a PSC Officer? I see this person as one who is conversant with the following specialities: sociology, anthropology, human behaviour, programme planning, monitoring and evaluation, theories of learning and educational psychology, theories of communication and finally, the systematic use of the various communication tools.

This brings me to a rather belaboured subject in UNICEF but one which to me and the other representatives who recently met in Panama, is still to be adequately dealt with. This is the location of the PSC service in UNICEF.

It is our feeling, and now I speak for my other fellow representatives, that PSC is an integral part of programming and as such, should have its base in the programme section of Headquarters. For us, as long as PSC remains outside

of the Programme Division, it will continue to receive only minimal attention from programme officers, and who is more difficult to work with than the unconvinced programme officer. You may wish to know that a recommendation to this effect was made at our Panama meeting.

Ladies and gentlemen, you will notice that I am not on your programme for a speech but I felt the need to say a few words this morning and so I exercised my right as host to seize the floor. I do not intend to encroach further on the territory of our Regional Director.

Before I end, I wish to extend to all of you a warm welcome and wish you all a pleasant stay in Jamaica. For those who believe that a post in the Caribbean is all beaches and good times, we did not want to disappoint them so we chose to have this workshop on the beach.

C. Regional Director's farewell address

The outcome of this workshop on Communication for Social Development depends fundamentally on a constructive dialogue among the participants. It is a mistake to expect absolute responses to all our needs; we must not forget that standard formulas do not exist. We would be satisfied if by means of this meeting a door is opened to the improvement of the application of UNICEF programming policies in Latin America and the Caribbean.

Amongst ourselves we should not look at each other as accused and accusers....

We should not expect that the conclusions reached here will provide the solution to all the problems... It is necessary to eliminate from our dialogues the terms confusion and frustration.

At the three sessions in which I have participated with you I have learnt something and I hope that each one of you has done so too.

D. Area Representative's closing statement

Dear colleagues and friends,

When I opened the workshop last wednesday, as you will recall, I sounded optimistic as far as the outcome of the workshop was concerned, but I should confess that hidden somewhere in my mind was some kind of scepticism. I wondered whether with such a mixed and large group, after six days of work the workshop would achieve its objectives. As you will remember, eight specific objectives were set at the beginning for the workshop.

But when these objectives were narrowed down to only four I became really optimistic that the workshop would meet the expectations of most if not all participants.

Some of us at the beginning encountered problems in understanding the type of animal we were talking about, PSC, information, whether communication is a programme or not, what is really the effective linkage between Information and PSC, etc. Hence, the word of confusion that was used so much during the first days. But when we got together as a group to try to do some kind of dissection of the animals, it was found that one way or another we were involved - whether we are representatives, programmers, communicators, information officers - in some form of communication activities.

During the six days of dialogue and discussions we have learnt a great deal from each other about communication, its importance as an integral component of programming, indeed an essential element of programme/project which will help to strenghten them, accelerate their pace of implementation and ensure that their objectives are reached within their time frame.

As you are aware, the New IDS for the Third UN Development Decade and beyond also set some global social development goals and put emphasis on the eradication of situation of extreme poverty by the end of the century. UNICEF, as you know, has an important role to play in helping the countries to achieve these goals; but whatever amount of assistance one can bring to a country, the achievement of these goals in my view will not be possible without "people/community" participation - the essence of UNICEF as Mr. James Grant said in Sterling Forest.

If we have to rise to the challenges of the 1980s and beyond, changes are required in our programming methods and approaches.

We should not be afraid of the changes, if we are really serious. Otherwise, we will be only observers of the events and not participants.

I believe that this workshop is really convinced of the need to increase the UNICEF programming impact and effectiveness in the countries where we are working. The solution is to get the people involved, to seek ways in a very analytical and creative manner to motivate and educate the people so that their behavioural attitudes can be changed - drink the water of the wells and use the latrines, for example. This was recognized by the workshop as an important task of communication.

I feel a general sense of satisfaction among the participants of the workshop. If one judges by the level of presentations of the three Groups and the type of work that went into them, only with interest, dedication and motivation could these be achieved. It has been a very useful and good learning exercise and a well-spent six days. I congratulate the Groups.

Finally I should say that things do not end here, this is the beginning. We should take the results of our discussions and the outcome of the workshop further and try to implement them. Suggestions and recommendations were made. Action will need to be taken at the field level and at Headquarters. If I can speak for the Country Office level, our main responsibility is to try to integrate this key component in all programmes/project, but not as an afterthought as I said in my opening statement but in all the programming process right at the beginning.

Another responsibility that we have is to pass on to colleagues of your own offices, especially the POs who could not be here, what we have discussed in the workshop: the ideas that emerged: that Communication is vital for the effective implementation of UNICEF assisted programmes, especially now taking into account the changing demands on UNICEF.

Finally I would like to thank the resource persons for having accompanied us along this road which now for me is no more scabrous. Likewise, I would like to express our appreciation to our colleagues from HQs, Mr. Jack Ling, the Director of Information Division, Revy Tuluhungwa - may I say that this is Revy's first contact with Latin America. I hope you haven't found us too strange. I would like also to thank those participants who are not here around this table, the secretaries, the drivers. They have worked long extra-hours at night so that we could have the documentation

on time. Without their hard work dedication and considerable efforts we would not have been able to reach this high level of achievement during the six days.

I wish you all a nice trip back home. If you continue to think as you proceed with your work of the ideas discussed here, we can say that the workshop has been a useful and successful one.

## VII. SUMMARY OF MAJOR PAPERS

### A. Communication and Social Development: The Old and the Current Paradigm by Juan E. Díaz Bordenave

The word "communication" can mean many things: the natural process of social interaction using signs and symbols; the content of the messages exchanged; the technological means used and the emerging social science devoted to the study of the process, content and means.

Communication as a process can be described as the person's effort to share their meanings about the reality in the search of communion. Communion is best achieved by dialogue, but pseudo-communion can also be obtained by coercive or manipulative imposition of one's meaning on the other person.

The concept of Communication has evolved from an old paradigm that emphasized only two of the many ways social roles of the communication process: those of information and persuasion. The classic paradigm privileged the source and assigned a passive end-of-the line role to the receiver. The receiver was the arena in which the sources' desired effects were to take place. The introduction of the concept of feedback strengthened the sources controlling power, instead of fostering a dialogical perspective.

The practical application of the vertical, linear, one-way paradigm resulted in the similarity between the marketing model, aimed at persuading consumers to buy industrial products, and the non-formal education model aimed at persuading the population to adopt new farming, health and other practices.

The top-down information-persuasion paradigm finds its planning equivalent in the extreme division of work between the technocrats who prepare programmes and projects, and the people who, without having participated in the planning process are supposed to accept the projects and work in their execution.

The classic paradigm also finds its educational equivalent in the pedagogies of transmission and the pedagogy of behavior conditioning.

#### The new paradigm

The old communication paradigm fitted the requirements of the international and national patterns of domination and exploitation of the peripheral by the central countries, and of the less privileged majorities by the social elites.

If real change is to be achieved it will no longer suffice to transfer knowledge and information to the people, and to manipulate their minds for the acceptance of modernizing habits. Conscientization, leading to organization and power-acquisition will have to be developed alongside of education and technification.

This requires:

- from communication: to open new channels for grass-roots self-expression, and dialogue leading to a stronger bottom-to-top presentation of needs and reivindication of solutions;
- from planning: to incorporate active participation of the people at all levels of the process;
- from education: a problematizing pedagogy based on direct participative observation of reality, development of critical consciousness, originality and

innovativeness, coupled with the development of the solidaristic spirit, conducive to co-operation and self-reliance.

With regard to the mass media, they can be useful instrument of the new paradigm, if they adopt a less profit-oriented and more social development-oriented philosophy and they adopt new contents and formats that can facilitate community self-expression, dialogue and non-manipulative participation. Examples of the new approach to mass media use are beginning to appear in Latin America, and these must be encouraged.

Díaz-Bordenave closes the written version of his paper stressing this point-of-view: "In any case, the communication process must accompany and facilitate each one of the steps of this long journey of the people to their mature freedom. But this will only be possible if communication is built on the belief that dialogue and participation are indispensable for all human beings, if they are to fully assume their God-given quality of potential architects of their own fate."

B. Overview of Social Communication in Latin America and of some of the Limiting Factors by Carlos Cordero-Jiménez

The central theme of the presentation was what the resource person called Development Support Communication. After stressing the complexity of the subject and his own skepticism about whether it would ever be fully understood, due to what he called the "political and economic machine" already established in so many of the developing countries, he said he would have to start from the following set of premises:

- the qualifications of the professionals involved (especially media practitioners)
- the integration of the professional in the programme process
- the participation of the public (especially of the programme's target population)
- the resources available
- the administrative support
- the magnitude of the project
- the technical and human feasibility of the project
- the establishment of the objectives
- research data available
- the production, distribution and utilization of the materials

An analysis of these various aspects, from the communicators' viewpoint, led to presentation's major conclusion: the problem is not communication; the problem is underdevelopment. Therefore, major structural changes were necessary for communication to be more effective. Although

communication could be instrumental in the struggle against underdevelopment, there had been many failures in using social communication to promote development. These failures were attributable to the fact that most of the mass media were the property of those who controlled political and economic power.

One solution for this situation would be the establishment of national communication policies by Latin American governments. Under the present situation, it could be stated that social communication in Latin America was neither social or communication.

Communication was only social when it is two-way. Therefore, the speaker stressed the need for UNICEF staff to know more about the target population of the programmes, and commented that he could not understand how a UNICEF staff member could contribute to the efficacy of his programme if he/she did not know the target population. "If (the staff member) wants to reach the decision-makers, with strong arguments, with realistic argument, he/she must know the needs, the characteristics, the values, all this type of things, of the target population."

C. Mass Media and Development Programmes by Francisco J. Pelucio Silva

The role of the mass media in support of development programs is a controversial subject among communicators. The controversy is further compounded by the fact that during the last decade the expectations as to the potential of the mass media as agents of social change were enormous.

Perhaps this exaggerated expectation was a result of the development model promoted during the same period and its close association with the concept of material riches, economic growth, market expansion, industrialization, and so on. There is now a consensus that more attention should have been given to the social dimension of economic growth; that development efforts should be more firmly geared towards obtaining genuine improvement of the quality of life for the currently underprivileged majorities.

Quoting from James Grant and from the work of the McBride Commission for the Study of Communication Problems, the presentation argued that the theory of the trickle-down effect of economic growth was now being rejected as an alternative to the attainment of a just society in which economic and social benefits reach all component strata of society.

Few students of the effects of mass media on national development and social change would propose nowadays that the mass media are the solution to the political and social needs deriving from the situation of extreme poverty that affects a large portion of the Latin American population

and that hinders social development. This is because there appears to be a consensus among many of those who study the subject in Latin America that the mass media has played a prominent role in promoting the development models of the past decade which did not put sufficient emphasis on the social dimension of economic growth.

At the same time, the mass media are considered an important social communication tool to help fulfill the needs of total (human) development. Therefore, it is important to define the role and functions that the mass media should play in a concerted social development strategy, keeping in mind that they are simply tools in the whole process of social communication.

After explaining the technical characteristics of the different types of mass media (radio, television, the cinema, the press), and how the form of codifying the message differs from one another, the presentation examines the three basic functions normally assigned the mass media: to educate, to inform, and to entertain.

In analyzing these functions the presenter stressed how the mass media are used to manipulate societal values and to misinform or underinform the average listener, viewer or reader. This emphasis on the manipulative role of the mass media was expected to provoke a polemical discussion on the subject and to call attention to the present role of the mass media and that that they should be playing if they were to support the goals of the new development strategy being put forward by the United Nations for this decade.

Also stressed in the presentation are the mechanisms of persuasion that are used in the preparation of advertising messages transmitted by the media, and how the principles of Motivational Psychology have been misused by many communicators in this field. Motivation should be used but to lead man to be more rather than have more.

Media practitioners are seen as having had a major role in facilitating the vertical, conductive model used in mass media to perform their social communication function. Although incipient efforts have been made to improve feedback mechanisms, the presentation sustains that the mass media, especially the commercially-owned and operated, would never enter into a true dialogue with the receivers of their message. There will always be the need for the direct communication process.

Although admitting that some experiments in transferring the control of the mass medium to the end-users have been successful, a specific suggestion is made that more research be carried out on the possibility of using traditional or folk media (mini-media) existing in all communities before designing a communication plan to support a development programme.

Another specific suggestion is that mass media be used for advocacy campaigns, for information support at the macro level, national or regional. The development program, then, would include from its inception a direct campaign involving the whole community, the program's target population; concomitantly, the mass media would be utilized as strategic support to the direct campaign, diffusing information on the problems being tackled by the development program, thereby raising awareness about the situation and what is being done about it.

D. Mass Media and Development Programmes by Gerson da Cunha

The use of the mass media must be determined by the needs of the programme that they serve. They constitute an important communications tool that complements without duplicating the function of interpersonal methods.

We are not deliberating the use of the mass media or interpersonal contact as mutually exclusive alternatives. We are talking about how to use both in complement because the one is more effective than the other in given situations. So, there are some programme circumstances in which the professional communicator must consider using the mass media tool. These are:

- 1) When the programme must cover large groups of people or a wide region and when the media cover an adequate percentage of the identified target audiences.
- 2) When the programme demands a communication crusade or campaign. This happens when the programme confronts deep-rooted attitudes or behaviour. Changing such a pattern is known to be associated with higher frequencies of target group exposure to a concentrated programme message. Only the mass media offer this type of concentration, accompanied by repeated use of a standard message.
- 3) When a programme needs a "campaign effect". This is the heightened consciousness that attends a mass media effort. It facilitates programme activities unrelated to communications. It provides a widespread social "echo" that reinforces and legitimises individual behaviour in the desired programme direction.

- 4) When the target group is hard to reach and inter-personal channels leading to it are blocked by inadequate information or unhelpful attitudes or negative behaviour. The mass media can leap-frog the barriers separating the target group from the programme message.
- 5) When the programme demands that a target audience be emotionally motivated. In many situations (e.g. nutritional behaviour), target group action is determined by a lot more than just information. Here, communications need to function on an emotional plane, and the mass media have a specific technology for this.
- 6) When time is an important programme factor. UNICEF functions in the world of emergencies, both loud and silent. Emergencies demand emergency action. Within such action, the employment of the mass media must be considered, whatever else we do.

#### HOW TO USE MASS MEDIA?

We are considering the mass media in PSC and therefore largely in behavioural change. Therefore they must be used primarily to persuade and motivate. Such persuasion could not be through the journalistic use of the media. PI already exists for just that. If the mass media are to be used, therefore, they are best used as mass persuasion/ per se.

An important way of doing this is through the so-called "advertising" technique. This is now out of fashion. But the evidence against its use is not always conclusive. Conversely, there is evidence to show that it works. Manoff,

using what he calls the "reach-and-frequency" technique in the Philippines, Guatemala and Nicaragua has shown positive results. A recent study of 15 programmes in 12 low-income countries presents promising results. The mass media were used for nutrition and health education.

Proper application of these media specifies the need of professionally qualified personnel to manage them. This means not so much journalists or social scientists as people with skill and experience in the management of mass media as a persuasional force and campaigning tool.

A major problem with the use of mass media is their high cost both as time and space and as the price of professional skills. The important consideration, however, is not so much cost as what cost buys. If analysis of a programme shows that the media could contribute in a way that other methods do not duplicate and that this effect is important, then the mass media will, by definition, be worth their price. So what we have to establish is why they are necessary and what they will deliver.

The other thing, of course, is that mass media may not need to be paid for directly by the programme. Governments with whom we cooperate frequently own time on television and radio networks. Professional skills and resources can be donated. Campaigns can be sponsored by private and public institutions.

What is necessary is that we learn how to sell our programmes and their needs to such possible donors of resources. Programme action must, in such cases, include a strategy to attract this type of collaboration.

It may be worth giving the mass media such systematic attention. There are some programme objectives that cannot be realised without their employment. They exist whether we use them or not. Others are using them questionably. If we do not learn how to exploit their power for social benefit, they will continue to serve only the objectives in conflict with ours. Our case may go by default.

E. Project Support Communication in Basic Services by Revelians Tuluhungwa and J.C. Manduley

Basic Services for children strategy has created an unusual demand for programme-oriented communication which is seen as a strategy and process within the programme design implementation and evaluation processes. This communication is to facilitate advocacy, community education and participation, motivation, behavioural change, new skills acquisition.

Communication is a comprehensive strategy. In social communication, the focus is on behavioural or attitudinal change and not merely the diffusion of innovations. For instance, it is the change of attitude towards excreta disposal that may 'force' a person or family to construct, use and maintain a pit latrine and not the provision of the famous cement slab. To achieve a change in knowledge, attitude and practice in health matters, there must be a comprehensive communication strategy and plans in all health related programmes. Ideally, this strategy should form an integral part of any development programme which includes a health sector. In real life, this may sound unrealistic.

A communication strategy comprises:

- a) Analysis of problem(s) for communication components;
- b) Specification of societal values, goals, objectives, etc., (data base);
- c) Specification of communication technology, resources and services;

- d) Identifying all target groups;
- e) Setting behavioural objectives for each target group;
- f) Designing activities (including staff training and advocacy) to achieve these behavioural objectives;
- g) Designing activities to achieve the behavioural objectives;
- h) Designing and producing messages, aids and media to support the activities (media selection and mix);
- i) Development of an implementation workplan and schedule;
- j) Designing of monitoring and evaluation mechanisms including the specifications of quantifiable indicators;
- k) Indications for sectoral co-ordination or integration;
- l) Evaluation of inputs and outputs. Are the objectives met and what is the impact of the programme on the health, lives, etc., of the people.

The evaluation and monitoring go on throughout the communication process. All messages and materials should be pretested on the target groups. The compatibility of the communication inputs to the entire programme objective need to be ascertained.

This approach is more oriented towards helping individuals or communities learn and attain skills to solve their problems rather than absorb a particular curriculum content or an innovation. Secondly, this is a strategy outside the established framework of the formal school and university system aiming at relaying specific ideas, knowledge, skills,

attitudes, practices in response to local felt needs, values and goals.

By following this process, it is possible to nudge PSC away from the piece-meal approach. For example, away from the practice of, "if it is malnutrition, let us produce a poster, flannelgraph or a radio programme", is a 'fire brigade' approach. This happens because, communication is remembered after something has already gone wrong or when the intervention does not appear to have a tangible impact on the communities, policy makers, politicians, etc.

Therefore, in UNICEF the concept of PSC is seen as a combination of processes and techniques whose goal is to enable planners, technicians, implementers, and communities, to:

- a) Incorporate educational, social and psychological aspects/components into programmes benefitting children, so that behavioural change and some sort of self-reliance are facilitated by utilising interpersonal approaches, modern and popular traditional media, management communication and information linkages.
- b) Sensitise governments in developing countries, to the problems of children and opportunities for action.
- c) Assist project staff and members of the communities to "communicate" in the same language so that both participate fully in the services and development programmes.

- d) Develop, produce, utilise and evaluate integrated programme support communications.

However, PSC methods employed vary according to the special needs and requirements of individual programmes and projects. It utilises the most appropriate media to reach the target audience. These may be through audio and visual means such as posters, films, pamphlets, radio and television programmes, bearing in mind the need of communicating with the layman in a clear language he or she may understand. Training programmes utilising educational materials are also part of the PSC process, and here too, innovation, based on particular needs, is necessary.

The main problem is how to put PSC into practice as an integral part of programming processes. This could be done by providing an operational model for planning integrated services and support communication strategies; to establish a cross-sectoral contact with government agencies in mutual experiences; by providing opportunities for developing, pre-testing and producing PSC-generated materials, and by providing a vehicle for planning future PSC training for specific projects.

Future assistance will focus on strengthening the government capacity for training field workers in community education methods, development of low-cost community-based media systems and technologies. More attention will be given to specific educational and promotional campaigns in the field of nutrition, especially breastfeeding and in water and sanitation, in the area of personal and environmental hygiene. Development of indigenous PSC manuals for extension workers and their trainers need to be developed for more countries. Lastly, a PSC planning and programming manual will be revised for use by all PSC and programme officers in the field.

F. Systems Approach and Training by Sergio Elliot G.

Introduction

In order to submit a more meaningful description of the techniques of Systems Approach, the theoretical information, given in the written document entitled "Systems Approach and Training" is complemented with practical examples.

It is thus hoped to show the coincidence between the theoretical plan and the feasibility of its practical application. For this, a specific model of Systems Approach and a specific modality for its application, that of Distance Education, were selected.

This selection is made taking into consideration the following:

- it is an experience which effectively utilizes several of the techniques indicated in the written document;
- the experience has been developed in a Latin American country and is in the process of expansion to various countries of the region, which makes it more relevant for the work UNICEF carries out;
- Distance Education is an educational modality which every development and cultural change programme should take into account.

Previous theoretic aspects

What and how to do in Education are in a crucial moment of the liberation from the empirical and subjective component, which had been characteristic of them. The Instructional Design techniques, repeatedly used at present, clearly show a direct relation between the results obtained and the greater technology incorporated.

The model of Distance Education which is presented, is precisely based on the employment of these Instructional Design techniques which are given within a Systems Approach Methodology.

Distance Education generally is identified with the massification of education, evidently confusing the consequence of a system at a distance with its essence.

Distance Education is essentially a different form of organizing education, which starts with a mediated relation between the teaching staff and the participant, which causes the system to be centered on learning. That is, distance is not the element which makes the teaching-learning process more difficult; on the contrary, it forces to make a design in which the media used contain sufficient technology to ensure that the participant will be in front of them in a learning activity. Teaching is only the condition to ensure that learning takes place.

A distance education system is compared with one of traditional education.

#### Distance Education Model

This model rests in one Principal medium consisting of a Written Self-Instruction Text.

The existence of this principal medium signifies that the weight of responsibility falls on a written material with which the participant works to achieve the greatest part of the objectives searched. Defining it operationally the Master Medium alone must manage that a high percentage of the population reach a high percentage of the objectives.

The medium is self-instructional. The design of techniques used are so that the participant is in learning activity when facing it. Various examples of this techniques are indicated.

When other media are employed - television, radio, etc. these are reinforcers of the Master Medium and, therefore, their action is towards:

- decreasing possible dropping-out
- increasing the percentage of mastery of the objectives achieved; and
- increasing the percentage of population that achieves these objectives.

That is to say, to improve the system.

A system designed like this permits the efficient extension of the population coverage because to increase the number of participants means, almost exclusively, in respect to cost, to increase the printing and the operational costs. The use of other more expensive media - television, radio, etc. - is sporadic.

It is efficacious also because an individualized system is achieved - especially because of the individual rhythms of learning -- with adequate percentages of achievement of objectives, with the sole employment of the Master Medium.

In the Model, the teacher assumes the roles of organizer of the learning resources, integrator of the cognitive psychomotor and affective objectives, etc.

### Application of the Systems Approach Model

The Systems Approach Model is formed by two parts: the entry information and the instructional design. The results expected from the first part of the Model are identical to those that can be achieved by the application of PRO-25.

The collection of information and its analysis permits to determine children's and environment problems, which makes the formulation of a specific problem and the subsequent possible objectives in quantifiable terms.

Starting from these objectives, the establishment of courses of action and the feasibility study ensure a good selection of correct alternatives to the solution of the problem. When the problem is that of a change of conduct which requires a training, the process follows the road indicated in the Model.

Commencing from this point an Analysis of Occupation and of tasks as well as the description of population are needed, directed to indicate the instruction objectives.

To show how this first part of the Model is carried out a Basic Occupational Mathematics Course was taken as example, addressed through the Chilean newspaper "La Tercera".

The problem was defined and the form in which it was determined was indicated. The different alternatives of solutions searched were indicated, the way in which the distance system was solved and the different details of activities followed for analyzing all the system, was explained, and so were the product which resulted and its reason for existing. The definition of Target Population

and its description were briefly exposed as well as the instructional objectives.

The Design of Instruction, that constitutes the second part of the Model, is formed by two elements, closely linked:

- Design for the elaboration of the didactic message
- Design of implementation

Step by step every stage was followed, indicating, with special attention, the validation phases of each one of the application products of the technologies.

Reference was made to the internal and external validation processes, accentuating the importance of each one, since each technique employed involves an hypothesis of results which must be validated in front of specific behaviours of the population, before it is used in a massive way. Some examples of this work and its importance were given.

Subsequently an implementation design model of a simple nature was shown, to underline how the instruction implementation must be kept within close accord with the model of design of the preparation of the message. The greater the consistency between both of them, greater is the possibility of achievement of the objectives searched.

It was emphasized that the process is one only - Instructional Design - and that the elements of implementation permit feedback of the system, based on expected behaviour and to the opportune measurement of its deviations.

The teacher's action was outlined and the group learning activities to achieve the indispensable socialization in the whole educational process.

Finally, the form in which the academic achievement is evaluated was in some detail exposed, granting information on performance obtained. Special attention was given to show the homogeneization of heterogeneous population which produces a course, particularly, by virtue of the efficiency of analysis of content necessary for the self-instruction and for the delivery of teaching, respecting the different rhythms of learning.

The opportunity was also given to learn about the results of questionnaires of opinion applied to participants, at the end as well as during the follow-up process of courses, which was especially analyzed.

To finalize mention was made of the practical way in which the system allows a transference - already carried out in some cases in Latin America - of processes and products.

The subsequent interventions to this statement gave way to deepen in aspects such as compatibility of procedures with a holistic concept of education, its potential and purposes to give origin to open and personalized systems of teaching, etc.



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Notes

140 pp. The report contains:

Part I: introduction (history and concept of the workshop, objectives, methodology, case studies), Summary of discussions and activities; Recommendations;

Part II: Workshop papers and documents: summary of group reports, conclusions and recommendations; opening and closing addresses; summary of major papers

Appendices: list of participants, revised agenda, evaluation questionnaire, list of documents

For scanning purposes, the report has been divided into 4 separate pdf's:

pp 1-25, Part I, Workshop Report, TRIM record CF-RAI-USAA-PD-GEN-2007-000272

pp 27-72, Summary of Group Reports, Conclusions, Recommendations; TRIM record

CF-RAI-USAA-PD-GEN-2007-000273

pp 73-108, Opening and Closing Addresses, TRIM record CF-RAI-USAA-PD-GEN-2007-000274; and

pp 109-140, Appendixes, TRIM record CF-RAI-USAA-PD-GEN-2007-000275

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38