PLANNING COMMUNICATION SUPPORT 
FOR RURAL DEVELOPMENT CAMPAIGNS

Paper prepared by ECA
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Development Support Communication (DSC) is a relatively new field and has been evolving as a discipline. Its focus is to stimulate the effective transfer of technology through a consideration of the appropriate patterns of flow of relevant information among the numerous groups of people who are involved. The chief concern of development support communication is the use of appropriate communication methods starting at the earliest stages of planning each development project and controlling throughout the programme implementation.

Communication in rural development ensures that all the interested parties - beneficiaries and implementors alike - work towards one goal as equal partners. Communication is a two-way process. It requires that beneficiaries fully participate in identifying activities and policies by voicing issues of concern to them. In many instances, beneficiaries have solutions to their problems and these must not just be heard. They have to be analysed and acted on. In the same manner, implementors of programme have to learn to listen before they speak.

Without effective communication rural development is not complete. Rural dwellers have to break out of their isolation if they are to finally become part of the larger economic sphere. Radio, print, video, T.V. and other media have played a catalytic role in the building of modern societies and their importance will be just and great in countries whose development must rest on functional literacy. Media entertain, but they also inform. They can make it possible for policies to be discussed, for the web of knowledge to spread and include those who are neglected and alienated.

As briefly outlined above, DSC has a mandate of informing and motivating rural population, promoting increased participation in development at all levels, and providing training for field workers and rural producers. Three decades of experience have conclusively demonstrated the power of communication to create the right climate for change to occur.
Unfortunately, the role of communication in increasing the efficiency, cost-effectiveness and continuity of development activities is insufficiently recognized by member governments in the African region and by donor agencies. Consequently, development efforts have been largely ineffective and even after thirty years of independence, African countries are still struggling to improve the living conditions of their people. In spite of the extended and intensified efforts, both national and international, most African people still cannot meet their basic needs of food, shelter and clothing, why?
1. OVERVIEW

What is Communication Support?

It has been said that a communication expert is someone who cannot explain what he does; when talking about communication one of the greatest difficulties encountered is to define it. To different people communication can mean road transport, telecommunication, mass media such as radio/TV, etc. For our purpose DSC is defined as being one of the tools which rural development programme managers should use in the planning and implementation of their programmes. DSC is a "support" tool particularly for helping projects/programmes strengthen their "service delivery" capabilities at the village level. This is achieved in practice through using communication resources to support:

(i) - Preparation of reference and teaching materials.

A. Reference handbooks or "packages of practices"... text books field worker reference manuals, etc.

B. Training materials:

1. pre-service training aids ... printed reference sheets, work sheets, audio-visual materials models, etc.

2. in-service training materials ... news letters, self-instruction manuals, technical fact sheets, etc.

(ii) - Educational aids to help field workers be more effective communicators:

C. field worker, education/communication aids.
1. lecture aids ... flip charts, wall charts, etc.

2. handouts - leaflets, samples of materials.

(iii) - Mass media activities that are closely coordinated with the field workers' programmes:

D. Direct or mass media ... radio, television, mobile film shows, newspapers, etc.

(iv) - Management information systems for programme evaluation and monitoring.

DSC is now being recognized as an essential element in increasing the effectiveness of development programmes. In making its contribution it must however, be fully integrated into development project management from the initial planning stages. It should therefore be the spearhead of any campaign towards farmer awareness, and the tool through which learning and understanding is made easy.

Essential Elements of Communication Support

1. Formulation of specific objectives aimed at solving significant problem.

2. Focus on a few critically important messages.

3. Expression of messages in an attention-holding way so the audience will remember them.

4. Use of a variety of communication channels to reach the audience.

5. Repetition of messages over a sustained period of time.
6. Messages not only inform but also motivate people to take action.

7. Planning the entire process carefully.

8. Each element is tested to make sure it will produce the desired results before full scale implementation.


10. The effort is conducted by a team and administered by a single manager.

**Stages in Communication Support Programme**

1. Planning - A sequence of decisions culminating in an agreement regarding what will be done, when, where, how and by whom.

2. Preparation - A series of actions including preparation of manpower, development of communication materials, allocation of money and management of the entire process.

3. Implementation - A sequence of activities where they are closely monitored and evaluated to achieve the agreed upon objectives.
STEPS IN PLANNING COMMUNICATION SUPPORT

PROBLEM/POLICY ANALYSIS 1
SITUATION ANALYSIS 2
AUDIENCE ANALYSIS 3

COMMUNICATION OBJECTIVES 4
COMMUNICATION STRATEGY 5
LISTING OF ACTIVITIES 6
MANAGEMENT PLAN 7
MEDIA PRODUCTION PLAN 8
STAFF TRAINING PLAN 9
MONITORING & EVALUATION 10

PRE-PLANNING STUDIES

PLANNING ACTIVITIES
POSSIBLE ORGANIZATIONAL CHANNELS
TO REACH THE TARGET GROUP

MESSAGE

GOVERNMENT ADMINISTRATIVE SYSTEM
- National
- Provincial
- District
- Village

SCHOOL SYSTEM
- Curriculum designers
- Teachers
- Students

EXTENSION OUTREACH
- Agriculture
- Health/FP
- Community development

NON-GOVERNMENT SYSTEM
- Business
- Voluntary groups
- Religious groups

TARGET GROUP
POSSIBLE MEDIA CHANNELS
TO REACH THE TARGET GROUP

MESSAGE

MASS MEDIA
- Radio
- Newspaper
- Posters
- Pamphlets
- Banners
- Stickers
- Cinema spots
- Calendars
- Booklets
- Stamps
- Television
- Exhibition

GROUP MEDIA
- Flip charts
- Flannel boards
- Models
- Slides
- Transparencies
- Black-boards
- Video tapes
- Games
- Wall charts
- Extension kits
- Drama
- Dances
- Puppets
- Demonstrations
- Study tours
- Meetings

COMMUNITY AND TRADITIONAL MEDIA
- Songs (verbal)
  - Poetry
  - Folk tales
  - Gossips
  - Riddles
  - Proverbs
  - Gestures (non-verbal)
  - Facial expressions
- Handshakes (non-verbal)
- Shaking of heads
- Shaking of fists
- Frowning (non-verbal)
- Gifts (symbolic)
- Tokens

INTER-PERSONAL
- Face to face
- Telephone
- Letters
- Home visits
Stages in the Diffusion of Information

MESSAGE

ORGANIZATION CHANNELS

NATIONAL CHANNEL

PROVINCIAL LEVEL

DISTRICT LEVEL

GENERAL PUBLIC

MEDIA CHANNELS
2. **PRE-CAMPAIGN STUDIES**

2.1. **PROBLEM/POLICY ANALYSIS**

Proper identification and analysis of the problem is the first pre-requisite for effective communication support to a campaign. If, for example, non-adoption of family planning is found to be due to lack of correct information about various birth control methods, there may be justification for communication activities. If, however, non-adoption is due to a lack of supplies and services, communication support may have absolutely no effect. Similarly if non-adoption of hybrid corn is found to be due to lack of correct information about various corn production technology, there may be justification for communication activities.

An important consideration in identifying the priority problem is to review the organizational/government's policies on the issue concerned. A good example is in the promotion of pest control methods which depend heavily on introduction of toxic pesticides in rural areas. If the government's policy is to protect the environment and consumer, special emphasis may be given to finding ways to reduce, not increase, the farmers' dependence on chemicals.

**Problem Identification Methods**

- Observations
- KAP Surveys
- Consultations with specialists
- Interviews
- Group discussions
- Record, reports
- Work samples.
2.2. **Situation Analysis**

Before making any decision to tackle the problem you have identified, carefully think what is involved. Very often an organization just isn't geared up to implement a major campaign. You may have to slowly bring the organization up to speed by allocating a budget, training key staff and procuring essential materials.

As well as examining your own organization, it is also necessary to look at the other institutions and resources which you may wish to use. These may include radio or television stations, cinema halls, or popular newspapers. Key development agencies involved in local administration, agriculture, health and education may also be contacted along with their field networks.

The key point to remember is that for a major communication campaign to be effective it requires a team effort which exploits the special skills and resources which already exist. We need to know:

A. **The Organization(s)**

- Policies
- Structure
- Responsibilities
- Human resources
- Experiences
- Financial resources
- Links with other organizations.

B. **Media Resources in Target Area**

- Radio stations
- Mobile units
- Cinema halls
- Indigenous media
- Printed materials.
Analysis of the Implementing Organization

1. Organization

1. NGO Institution responsible for the programme

2. Plans and policies of the Institution (related to the selected topic).

3. The operational unit directly responsible for the programme.

4. Draw a simple organization chart reflecting the position of the responsible unit within overall organization.
II. HUMAN RESOURCES

1. Quality and quantity of staff
   - How many central staff?
   - How many field staff?
   - Educational background:
     Central staff
     Field staff
   - Work experience:
     Central staff
     Field staff

III. PREVIOUS EXPERIENCE (related to selected topic)

1. Is this the first attempt to solve the problem?
   If not:
   - When was it last tried?
   - Under what conditions and in what way?
   - What kind of results were achieved?

IV. FINANCIAL CONSIDERATIONS

1. How much money is available for communication support activities?
2. If the available money is not enough, are there any other sources of funding?
Analysis of Media Resources in the Target Areas

RADIO:

1. No. of radio sets
2. Listening habits of audience
3. Total number of radio stations and relay stations:

<table>
<thead>
<tr>
<th>Location</th>
<th>Power</th>
<th>Area</th>
<th>Airtime</th>
</tr>
</thead>
<tbody>
<tr>
<td>a.</td>
<td></td>
<td></td>
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<tr>
<td>b.</td>
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<tr>
<td>d.</td>
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</table>

CINEMAS:

Total number of cinema houses:

<table>
<thead>
<tr>
<th>Location</th>
<th>Seating capacity</th>
<th>Frequency of shows</th>
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<tbody>
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<td>4.</td>
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</table>

PRINTED MATERIALS:

(e.g.) Newspapers, magazines, bulletins, etc.

<table>
<thead>
<tr>
<th>Type of material</th>
<th>Location</th>
<th>Frequency owned</th>
<th>Privately owned</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Circulation</td>
<td>Circulation</td>
</tr>
<tr>
<td>publication</td>
<td></td>
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</tbody>
</table>
Other A/V Facilities and Resources:
(e.g. film studios, advertising agencies, printers, commercial firms).

<table>
<thead>
<tr>
<th>Name</th>
<th>Type of A/V Facility</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
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</table>

Mobile Units

<table>
<thead>
<tr>
<th>Organizations</th>
<th>Quantity</th>
<th>Field Operations (How often)</th>
<th>Audience size</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
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</tbody>
</table>

Local/Indigenous Media: (e.g. puppet plays, traditional drama, etc.)

<table>
<thead>
<tr>
<th>Type of Media</th>
<th>Location</th>
<th>Frequency of shows</th>
<th>Size of troupe</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td></td>
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</tbody>
</table>
Other possible venues for media events:

<table>
<thead>
<tr>
<th>Owner/ Administrator</th>
<th>Location</th>
<th>Capacity</th>
<th>Facility</th>
</tr>
</thead>
</table>

1. Meeting halls
   a. ________  ________  ________  ________
   b. ________  ________  ________  ________

2. Sport stadiums
   a. ________  ________  ________  ________
   b. ________  ________  ________  ________

<table>
<thead>
<tr>
<th>Location</th>
<th>Market time</th>
<th>Size/significance of market</th>
</tr>
</thead>
</table>

3. Markets
   a. ________  ________  ________  ________
   b. ________  ________  ________  ________

Other channels of communication to the project audiences:

<table>
<thead>
<tr>
<th>Administration System</th>
<th>How many</th>
<th>No. of Staff</th>
</tr>
</thead>
</table>

1. Provincial offices:  ________  ________
2. District offices
3. Sub-district offices

**Health System/Services**

Special health, nutrition/MCH/FP activities in target area.

<table>
<thead>
<tr>
<th>No. of staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
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<td>2.</td>
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<td>3.</td>
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</table>

**Educational System/Services**

<table>
<thead>
<tr>
<th>Type of Educational Institution</th>
<th>Location</th>
<th>No. of teaching students</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
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</table>

**Agricultural System/Services**

<table>
<thead>
<tr>
<th>Type of Activities</th>
<th>No. of staff</th>
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<tbody>
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<td>1.</td>
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</table>
Religious Institutions


Others (e.g. volunteer groups, youth clubs, etc.)


2.3. **AUDIENCE ANALYSIS**

One of the cardinal rules of effective communication is to know your audience. When one goes about planning a communication campaign it is essential that the campaign planners have a rather intimate understanding of the key target groups. It is, therefore important to (1) identify the audience which the campaign intends to reach (2) collect baseline information about these audiences around which a communication strategy can be built.

**Selection and Analysis of Audiences**

In any campaign, there are two basic tasks in the early stages of plan development. They both concern the audiences for the campaign.

**Step One**

The first problem is to identify the audiences and divide them into small target groups. This can be done by:

1. Study of existing documentation and reports.
2. Interviews
3. Group discussions
4. Consultations with knowledgeable persons
5. Observation/field trips.

**Step Two**

The second task is to collect baseline information about these audiences around which a communication strategy can be built. This can be done by:

1. Reference to existing documentation.
2. Conducting a baseline survey covering knowledge, attitude and practice (K.A.P) on the target audience
related to the campaign message.

3. Observation/field trips.

STEP ONE

Divide the audience into small groups.

Example 1:

TARGET GROUP # 1 Mothers with infants
TARGET GROUP # 2 Village health workers
TARGET GROUP # 3 Village school teachers.

Example 2:

TARGET GROUP # 1 Coffee farmers in province 'A'
TARGET GROUP # 2 Village extension workers.

STEP TWO

Collection of Baseline Information Related to Key Target Groups

Target Group: ________________________________

Demographic Information:

1. Size of population: ________________________

2. Sex: MALE ____________________________ FEMALE ____________________________
   percentage __________ __________

3. Age group:
   a. below 10 ____________________________
b. 10-20

c. 20-30

d. 30-40

e. 40-50

f. 50 and above

4. Occupation:

<table>
<thead>
<tr>
<th>TYPE OF OCCUPATION</th>
<th>PERCENTAGE</th>
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<tbody>
<tr>
<td>1.</td>
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</table>

5. Location (population distribution)

<table>
<thead>
<tr>
<th>URBAN</th>
<th>RURAL</th>
<th>OTHERS (e.g. Nomads)</th>
</tr>
</thead>
<tbody>
<tr>
<td>PERCENTAGE</td>
<td>PERCENTAGE</td>
<td>PERCENTAGE</td>
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</table>

Communication Related Factors

1. What percentage have access to mass media?
   - Which media?

<table>
<thead>
<tr>
<th>MEDIA</th>
<th>PERCENTAGE</th>
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<tbody>
<tr>
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</table>

2. Language used (one or more)?

<table>
<thead>
<tr>
<th>LANGUAGE</th>
<th>PERCENTAGE</th>
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3. Literacy level

<table>
<thead>
<tr>
<th>LEVEL</th>
<th>PERCENTAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Illiterate</td>
<td></td>
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<tr>
<td>2. Primary</td>
<td></td>
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<tr>
<td>3. Secondary</td>
<td></td>
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<tr>
<td>4. Higher</td>
<td></td>
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</tbody>
</table>
4. Who are the most influential family and community members? 
   - On what matters?
<table>
<thead>
<tr>
<th>INFLUENTIAL PERSONS</th>
<th>WHAT MATTERS</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
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<td>2.</td>
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</table>

5. To whom does the target group turn for advice/information for making decisions?
<table>
<thead>
<tr>
<th>PERSONS</th>
<th>WHAT ISSUES</th>
</tr>
</thead>
<tbody>
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<td>1.</td>
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</table>

6. What percentage of the target group have been exposed to extension workers? How often do they come in contact with these extension workers?
<table>
<thead>
<tr>
<th>EXTENSION WORKERS</th>
<th>HOW OFTEN MET</th>
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<tbody>
<tr>
<td>(e.g. health, agriculture, etc.)</td>
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</table>
Knowledge/Attitude/Practice Characteristics:

1. What does the target group actually know about the problem and/or recommendation?

2. What are their feelings and beliefs about the problem and/or recommended solution?

3. What do they actually do about the problem and/or recommended solution?
3. DESIGN OF COMMUNICATION SUPPORT PROGRAMME

COMMUNICATION OBJECTIVES

1. What is an objective?

Objectives are concerned with making changes. First a need is identified, and then a strategy is developed to satisfy it. Often a proposed change may be complete, involving many people and organizations. The key to success in this instance is to tackle the change in steps, keeping each target concrete and realistic. Nothing is accomplished if unattainable objectives are set.

2. Elements of an objective

An objective must:

- Describe the final result, not just the steps that are to be taken.
- Be specific and precise.
- Describe a measurable or observable change.
- List quality standards or criteria against which success can be judged.
- Mention all the essential qualifications or conditions under which the result is to be achieved.
- Specify a definite end point which will show that the objective has been reached.

3. Preparing an objective

- Identify the need or problem
- Analyse the present situation.
- Specify the intervention to be taken.
- Write a specific objective keeping in mind the elements in item 2 (above).
- Examine it to check if it is an attainable goal.
Examples of specific objectives are:

(a) Provide equipment to strengthen the communication units' ability to produce and deliver regular extension messages, i.e. bulletins, handbooks, radio and video programmes.

(b) Train the communication staff in more efficient production techniques to improve radio programme for farmers; the use of traditional means of communication i.e. village drama; script writing and handbook production; and pre-testing and evaluation of extension material.

(c) Provide pre-service and in service training to DSCU staff, etc.

3.2. What is Communication Strategy?

A Communication strategy is a combination of methods, messages and approaches by which the planner seeks to achieve the communication objectives.

- emotional vs rational appeal
- positive vs negative appeal
- man vs individual appeal
- humorous vs serious
- direct vs indirect argument
- one side vs two side arguments
- repetitive vs one final appeal

- informing
- educational
- entertaining
- persuading

- individual
- group
- mass
3.3. **LISTING OF ACTIVITIES/PROJECT COMPONENTS**

Having thought out your strategy, the next step is to list major activities that will have to take place in order to implement the ideas you have developed. These should include preparatory activities such as media production as well as operational activities once the campaign begins. To keep the task relatively simple, all that is needed at this point is a chronological listing of events as they should happen. This can later be developed into a detailed work plan and schedule.

**Objective:** After the 2 weeks campaign period, at least 20% of rice farmers in province "A" should be able to identify brown plant hopper and describe what action to take and when.

**Activities:**

1. Development of recommendations appropriate to province A.
2. Preparation of prototype information sheet.
3. Pre-testing and revision of prototypes.
4. Production and distribution of information sheets.
5. Field visits by extension workers.
6. Result demonstrations by extension workers.
7. Monitoring and evaluation of communication support activities.

**4. DESIGN OF WORK PLAN**

**4.1. MANAGEMENT PLAN**

A management plan should be used as a tool for helping the campaign coordinator to keep track of who is doing what, where, when and why. Very often the mistake is made of thinking that because the plan is on paper it is inflexible. On the contrary, a plan which is on paper encourages the contribution of ideas from many concerned parties who will insist that certain changes take place. A plan which is understood by only one person is
less dynamic in that it is not subject to the constructive criticism of others.

BUDGET

Projections should include major budget items for:

1. Media Development
   - Developing prototype
   - Pre-testing
   - Modification & Production
   - Distribution.

2. Staff Training
   - Travel & daily allowance for training
   - Costs of trainers
   - Training materials and aids.
   - Training venue.

3. Monitoring & Evaluation
   - Baseline survey (if necessary)
   - Development, pre-testing and production of M/E tools.
   - Implementation costs.
   - Travel
   - Allowances
   - Collation/tabulation/analysis
   - Reporting and documentation.

4. Others
   - Regular staff salaries
   - Incentive payments
   - Supervisory visits.
TARGET GROUPS

MANAGEMENT PLAN

Objectives: at least 50% of the mothers with infants in Northern Shewa should be able to describe appropriate measures for treatment and prevention of diarrhoea after 12 months of communication activities.

<table>
<thead>
<tr>
<th>Activity No.</th>
<th>Activities</th>
<th>Locations</th>
<th>Date and Duration</th>
<th>Who Responsible</th>
<th>Cost</th>
<th>Remark</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Recruitment of conv. coordinator</td>
<td>Addis Ababa</td>
<td>Jan 5-10 Feb 1995</td>
<td>MD, FAM</td>
<td>25,000/year</td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>Baseline RAF survey</td>
<td>Northern Shewa</td>
<td>April 1 - 30 May 1995</td>
<td>C.C., Rural Sociologist DSC Staff</td>
<td>10,000</td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>Introductory workshop</td>
<td>Debre-Berhan</td>
<td>2-5 June 1995</td>
<td>C.C.</td>
<td>2,800</td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td>Consultations with beneficiaries for allowing introductory workshop</td>
<td>Northern Shewa</td>
<td>5-10 Sept. 1995</td>
<td>Field staff and beneficiaries.</td>
<td>3,000</td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td>Development of simple messages</td>
<td>Provincial Communication Officer</td>
<td>10-12 Oct. 1995</td>
<td>Audio Visual Officer</td>
<td>1,000</td>
<td></td>
</tr>
<tr>
<td>6.</td>
<td>Preparation of prototype media/materials</td>
<td>Provincial Communication Officer</td>
<td>15-20 Nov. 1995</td>
<td>Provincial Campaign Coordinator</td>
<td>1,500</td>
<td></td>
</tr>
<tr>
<td>7.</td>
<td>Pre-testing and revision</td>
<td>Villages 'X' and 'Y' in Northern Shewa</td>
<td>21 and 22 Dec. 1995</td>
<td>Audio Visual Officer</td>
<td>2,000</td>
<td></td>
</tr>
<tr>
<td>8.</td>
<td>Evaluation of effectiveness of communication materials</td>
<td>Villages 'C' and 'D' in Northern Shewa</td>
<td>1-3 Jan. 1996.</td>
<td>C.C.</td>
<td>2,000</td>
<td></td>
</tr>
</tbody>
</table>
4.2. MEDIA/MATERIALS PRODUCTION PLAN

(a) Steps in media production:

1. Review objectives
2. Check budget available
3. Study the topic
4. Determine messages and media production plan.
5. Prepare distribution/diffusion plan
6. Prepare prototype
7. Pre-test prototype
8. Check with manager for decision on production
9. Revise and/or produce final version(s).

(b) Revise and/or produce final version(s)

When you have drafted materials or prepared prototypes, it is very important that you pre-test your materials with a sample of your intended audience and with interested and qualified persons to validate the communication effect. Consider such questions as:

1. Are the materials effective i.e. do they bring about the changes in your audience as specified in the objectives?
2. What is the audience reaction? Do they like the materials?
3. Can they answer questions related to the concepts presented?
4. Did they understand these concepts before being exposed to the media?
5. Do they understand the picture and narration?
6. Is the content correct and well sequenced?
7. Is the quality of production acceptable?
8. Are the materials too long, too short?
9. Are there any ambiguous words, pictures or ideas?

A good way to pre-test your material is to interview the target group in the environment where the materials will later
be used. Response can reveal misunderstandings, misconceptions or other shortcomings that must be corrected before the materials are finalized, reproduced and distributed.

When drafting your pre-test question you should also consider final evaluation of the material after it is distributed. You may start thinking about questions related to the characteristics of the audience, the technical quality and selection of the media. Remember that evaluation results should reflect the results of the communication, not other intervening activities.
STEP VI
Reporting & Implementing

STEP V
Analyzing & Interpreting the Results

STEP IV
Conducting the Pre-test

STEP III
Designing Methods for Pre-testing

STEP II
Designing Media/Materials

STEP I
Communication Planning
a. Audience Analysis
b. Objective Setting
c. Designing Strategy

Accept for Wide-Scale or Selective Use
# PRE-TESTING PLAN

<table>
<thead>
<tr>
<th>MATERIAL TO BE PRE-TESTED</th>
</tr>
</thead>
<tbody>
<tr>
<td>Flipchart on diarrhoea</td>
</tr>
<tr>
<td>Treatment and Prevention</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>LOCATION</th>
<th>METHODS AND SAMPLE SIZE</th>
<th>TIMING START/FINISH</th>
<th>RESPONSIBLE PERSONS</th>
<th>ESTIMATE COSTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Villages 'X' and 'Y'</td>
<td>Actual presentation</td>
<td>21 Feb 1995 - 22 Feb 1995</td>
<td>Provincial campaign coordinator</td>
<td>Staff time US$10 per person Travel + per diem Total US$40.</td>
</tr>
<tr>
<td></td>
<td>during home visit by village health workers Sample size 20 households</td>
<td>9:00a.m. - 1:00p.m.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
4.3.  STAFF TRAINING PLAN

I. STAFF TRAINING PLAN

- JOB ANALYSIS
- TRAINEE ANALYSIS
- NEEDS ASSESSMENT
- TRAINING OBJECTIVES

II. PREPARATION CONTENT

- METHODS
- MEDIA MATERIALS
- EVALUATION TOOLS

III. PRESENTATION

- CONDUCT TRAINING
- EVALUATE TRAINING
- PLAN FOLLOW-UP ACTION
KEY POINTS

1. Conduct needs assessment
   (i) determine skills needed to perform various DSC activities
   (ii) identify individuals or teams responsible for each task
   (iii) analyze where existing skills are inadequate and select trainees.

2. Formulate training objectives
   Set in accordance with weak areas of required skill development.

3. Select training format
   Individual or group; workshop, seminar or short courses; concentrated or spread out over length of project.

4. Prepare curriculum content
   Particularly at field level, content should be simple with easy-to-do and practical exercise.

5. Develop presentation support media
   Use simple, low cost easily manipulable media.

6. Conduct training
   Monitor closely to ensure that modification can be
made while course in progress.

7. Evaluate training
Check how training transfers to job performance.

8. Plan follow-up action
Plan for continuing job-oriented training to meet new demands, media and audience.

A key element in the foregoing plan is the "training of trainers", who must be properly qualified to conduct the technical aspects of the job-related training. They should also, wherever possible, undergo an orientation to a systematic training process such as proposed here.

At the field level, where extension workers are being trained in interpersonal communication skills to support technology transfer projects, they should also be grounded in the technical subject of the project. Consistency in message content is a critical factor in multi-channel reinforcement. The training of support field staff should therefore be jointly conducted by communication and technical-content specialists.

Finally, it should be re-emphasized that job-oriented training in the key DSC areas of planning, message design, production, utilization, evaluation, and management should not be viewed as a "one shot" effort. Rather it ought to be interpreted as a continuing process responding to changing rural conditions, new priorities, new development in media technology, and relevant experience from other programmes.
4.4. MONITORING AND EVALUATION PLAN

It is important that project planners and implementors are able to monitor and evaluate the effectiveness of the communication activities and use this data in improving present and future campaigns. A monitoring and evaluation system must therefore be based on clearly stated objectives and work plan which the organization can use as a standard against which to measure progress. Monitoring and evaluation deals with how to find out what happens after the communication component has been launched. Is the DSC component meeting the set objectives? Is the programme being implemented as designed? Has it brought about the desired changes? etc. The findings of evaluation exercise provide useful information for feedback on the project.

(1) Monitoring

- recording what is or is not happening
- checking or observing activities

(2) Evaluation

- judging or rating activities
- appraisal or interpretation of data.

Planning a monitoring and evaluation system

- what should be achieved (success)
- what will be accepted as evidence of success (indicators).
- what information is needed to produce this evidence (data)
- what source of information is to be used
- how is data to be collected
- what tools and instruments will be used
- who will carry these activities
- who will use the information obtained.
Reference


Ian MacDonald and David Hearle "Communication Skills for Rural Development" Evens Brother (Kenya Ltd.) 1994, 30 PP.


