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INFORMATION, EDUCATION, AND COMMUNICATION
FOR CHILD-SPACING IN ZIMBABWE

Strategy and Implementation Plan

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Child-Spacing and Fertility Association

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Preface

This strategy and implementation plan for child-spacing information, education, and communication (IEC) was developed in May and June 1983 by the senior staff of the Zimbabwe Child-Spacing and Fertility Association (CSFA), with technical assistance from the Johns Hopkins University Population Communication Services Project, supported by the United States Agency for International Development.

It is the first comprehensive IEC plan for child-spacing in Zimbabwe. Thus, it is a preliminary document, meant for discussion and review--and modification as necessary.

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Information, Education, and Communication for Child-Spacing in Zimbabwe

I. SITUATION ANALYSIS

INTRODUCTION

In the past two years, the Government of Zimbabwe has taken increasingly positive steps to strengthen the delivery of child-spacing services. The government has assumed responsibility for funding and managing the program of the pre-Independence Family Planning Association (FPA), now renamed the Zimbabwe Child-Spacing and Fertility Association (CSFA). A grant agreement was signed with USAID, providing \$8.5 million to support and strengthen the work of the CSFA over four years. Recently, policy has been initiated which will lead to the integration of child-spacing information and services in the development programs of a range of ministries and organizations.

Central to the effective implementation of these initiatives is the CSFA. Currently considered to be the strongest association of its type in sub-Saharan Africa, and one of the strongest in the developing world, the Association provides an effective base for the expansion and intensification of child-spacing activities. Now beginning the second year of operations with USAID assistance, the Association is moving strongly to expand its successful Community-Based Distribution and Youth Advisory Programs; to enhance management capability; to further strengthen an already effective Training Unit; to establish a Research and Evaluation capability; and to establish an Information, Education and Communication (IEC) Unit and program.

This Strategy and Implementation Plan has been developed to guide the Association and cooperating Ministries and agencies in developing the IEC component of the national program.

HISTORY OF CHILD-SPACING IN ZIMBABWE

Family planning services were introduced in Zimbabwe in the 1950s through voluntary efforts within, and for, the white community. In 1963 the Family Planning Association was established to provide services for all Zimbabweans, and in 1966 government hospitals began to make contraceptives available.

Government assistance to the FPA began in 1967, with the Minister of Health becoming an ex-officio member of the FPA Board. Monthly acceptor flows at that time were estimated at 2500-3000, though there was no formal record-keeping system.

In the period 1973-75 the FPA introduced four mobile clinics, established 28 other static clinics, began posting trained FPA nursing personnel in government hospitals, and established a national family planning data collection system. In 1976 the FPA assumed responsibility for purchasing and distributing the nation's contraceptive supplies and began the successful Community-Based Distribution program.

Throughout this period the FPA grew in strength and capability. It was led and managed by whites, however, and black Zimbabweans had little or no role in the planning and management of FPA activities.

In 1981, following Independence, the government assumed control of the FPA and placed it directly under the Ministry of Health. The name was changed to the Child-Spacing and Fertility Association. By the time of the government takeover, the bulk of the pre-Independence senior management staff, both at headquarters and at branch offices, had resigned or indicated an intention to leave. Their places were taken by senior Association staff who inherited an administrative vacuum, and who have had to develop their own administrative skills while carrying out the program of the CSFA.

They have been quite effective in this transition period, although it is recognized that continuing efforts must be made to further improve management and administration. Most importantly the field programs--CBD, Clinical Services, Youth Advisory Services--have remained intact and have been expanded to some extent.

As of mid-1983, the CSFA was in position to undertake significant expansion and improvement of an already effective program. The government intends to establish the Association as a parastatal organization under the Ministry of Health, probably before the end of the year. At that time, another change in name may be effected.

SOCIOECONOMIC CONTEXT OF CHILD-SPACING IEC

On Independence, the new government of Zimbabwe inherited a national economy characterized by extreme dualism. A highly developed and diversified modern sector accounts for 95 percent of the Gross Domestic Product; yet 60 percent of the population remains in the traditional, largely rural, economy, earning less than 10 percent of the GDP. The income per capita in the modern sector is 28 times that in the traditional sector.

Sixty percent of the population lives in rural communal lands, practicing subsistence agriculture. Literacy is low in these areas, estimated at 30 percent for males; less for females.* Poverty is widespread, with high levels of malnutrition, especially among children aged six months to five years. With the concentration of the best agricultural land in large, mostly white, commercial farms, there is serious population pressure on the land in the communal areas. Eighty-three percent of the population of communal lands lives on 67 percent of the land area. Periodic droughts in a generally arid ecology and population pressure on the land are leading to serious ecological degradation.

Rural farming is of a subsistence nature. Approximately 30 percent of the rural men leave their homes to work in the towns and cities, returning periodically to their homes and families. Their remittances form a critically important part of the rural economy; their absence, combined with traditional cultural practices, leads to women assuming the burdens of child-rearing, housekeeping, and agricultural production. A high proportion of the rural population consists of women, children, and old people.

The government has greatly expanded educational opportunity since Independence. It will be some years, however, before this impressive effort ameliorates the generally low level of education found in rural areas. Traditional beliefs and practices regarding marriage, the respective role of men and women, and health practices are widespread. The male is the dominant decisionmaker in all matters. The concept of child-spacing is part of the pattern of traditional life, though traditional methods are not effective. Traditional healing practices seem to co-exist with recourse to more modern services through the expanding government health care system.

The government is firmly committed to expanded and improved health services for rural Zimbabwe. Efforts are well along to repair the extensive infrastructure damage of the war and to expand clinic services. Children under five years of age and mothers of childbearing age are receiving priority attention. Child-spacing services are being integrated into this system.

* The statistical base for planning in Zimbabwe is generally weak. Specific data in this plan are from USAID documents unless otherwise specifically noted.

Reliable data on knowledge and attitudes with respect to child-spacing and contraception are not available. Anecdotal evidence, and data from a few small surveys, indicate that there may be considerable resistance to child-spacing among rural audiences. Fear that contraception may cause infertility appears widespread. In the context of African society, with high value placed on children—both for themselves and as a key to female status—such fears present a significant barrier to child-spacing. There are doubts regarding the safety of contraceptives. The condom has come to be associated with prostitution, creating problems in expanding the use of a male method—an otherwise attractive strategy in a male-dominated society. There also appear to be residual concerns from the pre-Independence period that family planning (or child-spacing) is related to reducing the size of the African population.

Demographic Situation

The next national census is scheduled for release in late 1983. Thus, all demographic data are estimates. Moreover, because of erratic reporting of non-CSFA service delivery points, the data on contraceptive practice are also subject to error.

The population of Zimbabwe was estimated at 7,730,000 in 1981. Non-blacks, mostly whites, accounted for 3 percent of the total. Although there are some 40 tribal groups, the bulk of the population falls in one of two groups. Shona-speaking peoples live mostly in the central and northern portions of the country; and the Sindebele-speaking population in the southwest. Shona and Sindebele are, with English, the majority languages.

The Population Growth Rate (PGR) is variously estimated as ranging from 3.3 percent to 4 percent per year, giving the nation one of the highest growth rates in the world. The Crude Birth Rate is estimated as 48 births per 1000 people; the Crude Death Rate at 15 per 1000; Total Fertility at 7.5 births per woman. These statistics describe a rapidly growing population, one which will double in less than 20 years—with consequent pressure on education, employment, housing, and social services. High fertility brings with it significant health hazards for mothers and children. The infant mortality rate is estimated, nationwide, as 120 deaths per 1000 births though in rural areas this is thought to climb to 200 per 1000.

Prevalence of contraceptive practice is variously estimated as ranging from 12 percent to 15 percent of married women of reproductive age; a disproportionately large number of these active users are in urban areas. The USAID grant document for the CSFA estimates the total number of active users in 1981-82 at 168,000. The project goal

is to increase this number to 350,000 by 1985-86, reaching a contraceptive prevalence rate of 29 percent among married women of reproductive age.

A contraceptive prevalence survey, originally scheduled for 1983, has been delayed and may be carried out in 1984.

THE ORGANIZATIONAL CONTEXT OF CHILD-SPACING IEC

The CSFA is, and will continue to be, the primary organization engaged in IEC activities for child-spacing. It will, however, increasingly carry out its mission in cooperation with other ministries and agencies under the government's policy of integrating child-spacing into the national development effort. The organizational structure proposed for CSFA on achieving parastatal status reflects this expansion of the program, and the Association is currently working with key ministries to define ways in which integration will take place.

Taken together, the Association and cooperating ministries and agencies provide a potentially strong and effective national program. Significant local resources for IEC exist in Zimbabwe in terms of skilled and trained people, extension systems, and media production and distribution.

Child-Spacing and Fertility Association

No formal policy statement guiding the work of CSFA has been released. There is, however, clear consensus on the rationale for child-spacing, which is promoted for reasons of maternal and child health. Limitation of population growth is clearly not a policy in Zimbabwe.

Structure

The organizational structure of CSFA, to be officially in place when parastatal status is confirmed, is shown in Figure 1 below. This chart (not official) indicates the position of the Association under the Ministry of Health; the National Child-Spacing Council, which will be comprised of representatives from key ministries; and the special position of four cooperating ministries--Community Development and Women's Affairs; Youth, Sports, and Recreation; Education; and Agriculture. An additional inter-ministerial committee is anticipated to provide coordination for IEC activities.

FIGURE 1: CSFA

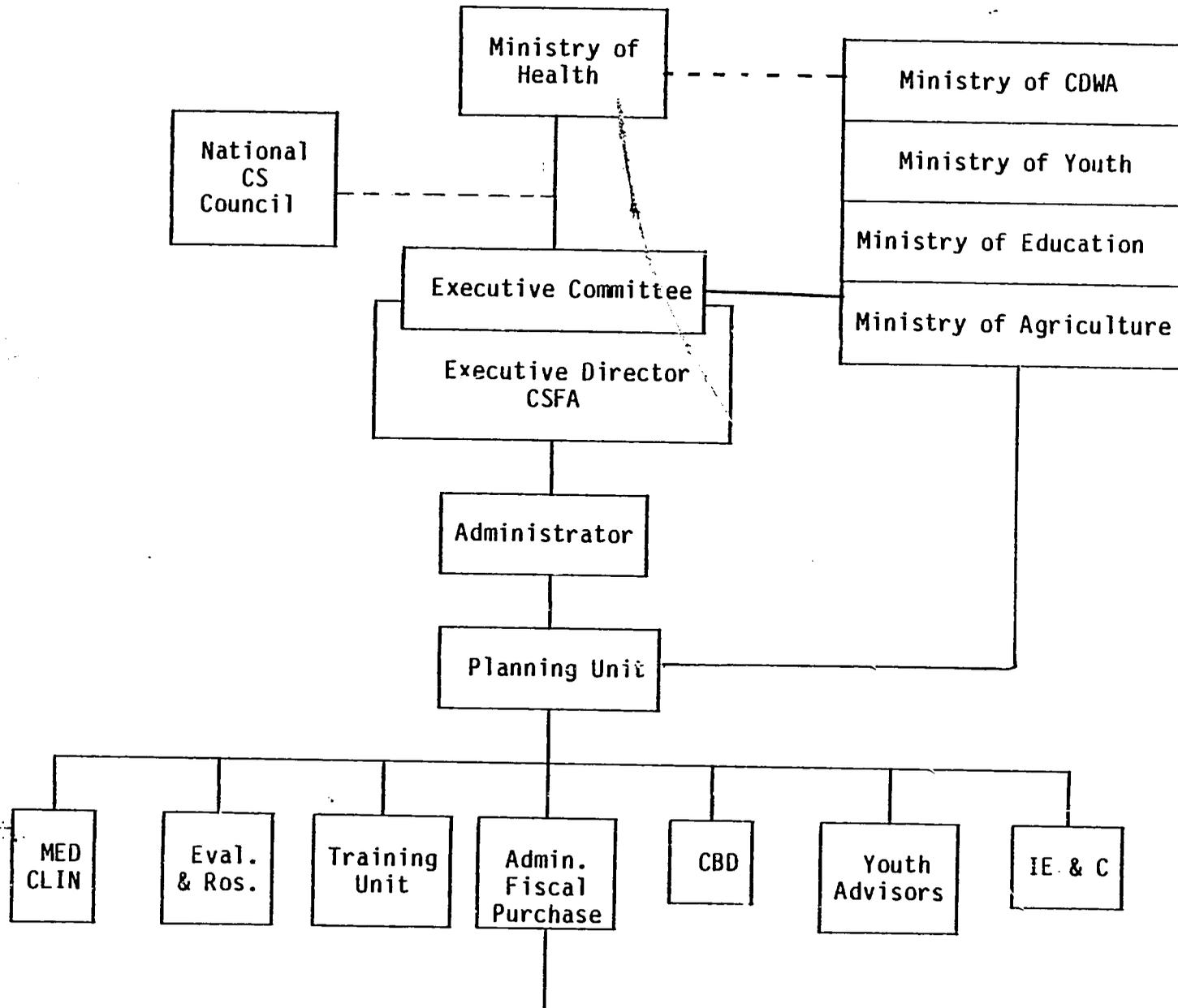
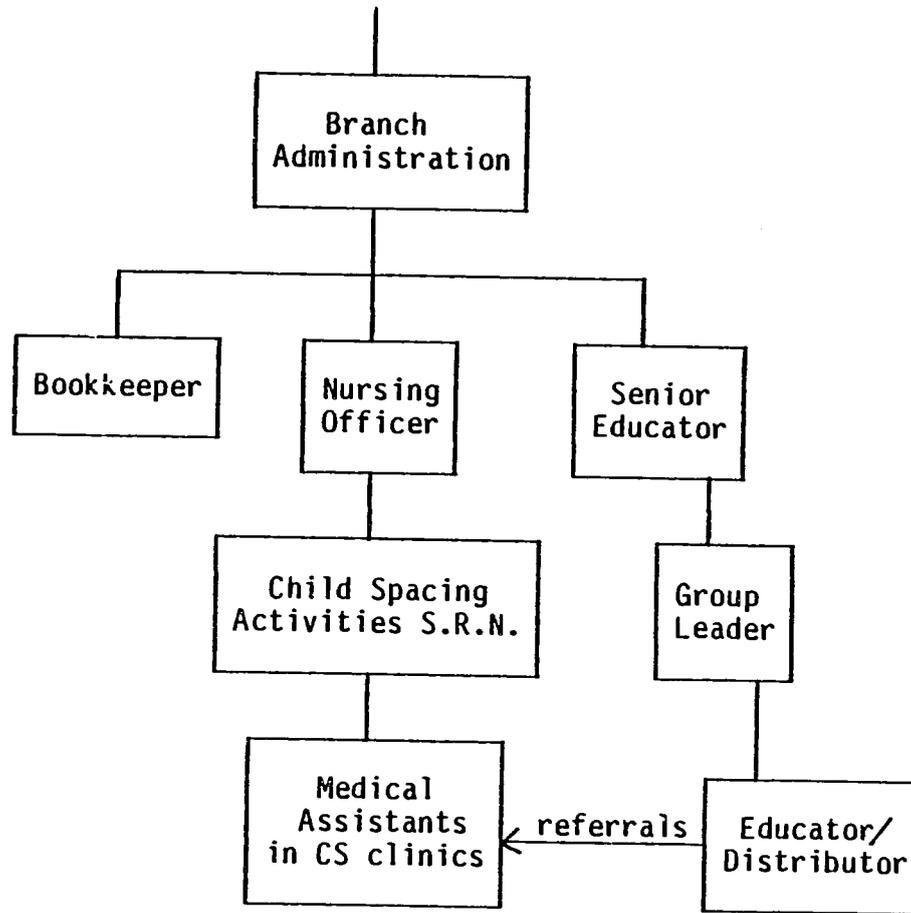


FIGURE 1: CSFA (Continued)



Programs

I. Clinic Services

CSFA operates 28 clinics throughout Zimbabwe, with supervision from provincial nursing staff. These clinics handle an estimated 42 percent of all acceptors nationwide.* The Spilhaus Centre in Harare is simultaneously the national headquarters of CSFA and the largest clinic, serving 2,000-3,000 clients per month. Both the Spilhaus Centre and the CSFA clinic in Bulawayo provide infertility services; the Spilhaus Centre performs sterilizations.

The contraceptive of choice in Zimbabwe is the oral pill. The injectable Depo-Provera was popular until banned for general use by the government in mid-1981. A large number of former users of Depo have shifted to the oral contraceptive, although requests for Depo are still being received at CSFA branch clinics. The IUD has yet to gain great popularity; one reason is the wide prevalence of pelvic inflammation and infection in rural areas. Natural family planning methods also are taught and promoted. Contraceptives are provided free to persons with monthly incomes of less than Z\$150 in keeping with the national health care policy. Other clients are charged at subsidized prices for oral contraceptives.

2. Community-Based Distribution

The principal outreach mechanism for the Association is the Community-Based Distribution system (CBD). Under this program, 365 Educator-Distributors (EDs) provide education, motivation, and screening services to clients in their homes in rural areas. The EDs distribute oral contraceptives (OCs) after screening potential clients for contraindications; clients for whom OCs are not appropriate are referred to MOH or CSFA clinics.

EDs are selected from the community and receive four weeks of training in child-spacing and interpersonal communication. They must be literate and able to speak both English and one of the two major local languages. Supervision is provided by a group leader, each of whom manages 10-12 EDs. Leaders are in turn supervised and supported by senior educators based in the regional CSFA offices.

* The MOH, for example, has more than 200 clinics providing services and intends to add 300 more.

EDs visit villages on a planned 21-day rotation. They are equipped with record books, OC screening checklists, a uniform, and a bicycle. At Z\$108/month, their salaries are the highest of any extension worker in Zimbabwe, including agricultural extension workers who must pass far stiffer education and training requirements. The ED positions are much sought after, and this fact, in combination with a one-year probationary period and a formal selection process during training, has led to a relatively uniform and high level of quality. Supervisors and senior educators are promoted from the ranks.

The system works very well, and will be systematically expanded during the period of the USAID grant, with a target of 668 EDs by 1985-86.

3. Youth Advisory Service

The Youth Advisory Service (YAS) was initiated in 1978 at the request of the Ministry of Education to provide Family Life Education in the schools. Begun with three advisors, the service was expanded to 13 in early 1983 and is planned to grow to a total of 33 advisors during the period of the USAID grant.

Youth advisors make presentations on family life, conception and birth, and child-spacing in colleges and in the university, in secondary schools, and at upper levels in primary schools. Advisors use English-language films, which appear to work adequately even at the primary level. Presentations are also made to the Youth Brigades operated by the Ministry of Youth, Sports and Recreation, and to military and police training programs.

School presentations are made at the request of individual headmasters. The program is not currently totally accepted; however, the Ministry of Education and CSFA are working together to inform district education officials, parents, and headmasters about the program.

The YA program is an important part of the national effort to confront the increasingly significant problem of teenage pregnancy. The existence of the problem is generally recognized; the means of solution are under continuing debate. Key policy questions regarding the provision of contraceptive education, contraceptives, and the role of parents remain unresolved. In the interim, the CSFA provides general education through YAs and leads efforts to establish a stronger program in this area.

4. Training

The Association has a well-organized and highly professional training unit that provides training for CSFA and MOH medical and paramedical personnel, and for CSFA educator-distributors. Much training is conducted in-house in Harare; other instruction is integrated into the preservice training of medical and paramedical personnel.

5. Information, Education, and Communication (IEC)

IEC activities and materials declined during the transition period from Independence. Many of the old FPA materials are no longer appropriate. A significant need for expanded IEC activity exists; for example, there are almost no client materials or posters in clinics.

The IEC Unit of the Association was created in 1982, and is currently staffed by one person, a trained nurse with advanced training in adult education. The unit has initiated regular radio broadcasting with the assistance of a commercial production house, assists in CSFA training, and participates with YAS presentations and other group talks.

The unit is slated for significant expansion, both in size and activities, under this plan.

6. Research and Evaluation

A research and evaluation unit is to be established in the coming year. Advanced training abroad will be provided to several Zimbabweans, and a long-term resident research advisor will assist in the development of the unit.

The staff of the Association currently total approximately 462 nationwide.

Cooperating Ministries

As the child-spacing integration policy moves towards implementation, six government ministries will play important roles in a national child-spacing program. These are the Ministries of Health (MOH); Community Development and Women's Affairs (CDWA); Youth, Sport and Recreation (MYSR); Education and Culture (MOEC); Agriculture (MOA); and the Ministry of Information (MOI). Each of these ministries will

be represented on the Child-Spacing Council, and each can bring significant resources to bear in establishing a national IEC program.

1. Ministry of Health

As the parent ministry of the CSFA, the MOH will play an increasingly significant role in the creation of a national program. The MOH currently provides strong policy-level support for the CSFA and for the child-spacing program. MOH leadership will play key roles in the expansion and improvement of service and information delivery through the developing national Primary Health Care System, as well as in the implementation of the integration policy. Health education units, in the Ministry and in various system components (such as the Harare City Health Department) can serve as resources to the IEC program.

2. Ministry of Community Development and Women's Affairs

CDWA has been assigned the important responsibility of establishing motivation for rural development, including health care, nutrition, sanitation, agricultural production, and child-spacing. CDWA intends to accomplish this task through the formation of village committees with locally chosen leaders.

CDWA has worked closely with the CSFA in the past year, assisting in the community-level selection of EDs for CSFA training.

The ministry is well respected in rural areas, and with its responsibilities, will play a significant role in child-spacing.

3. Ministry of Youth, Sport and Recreation

The MYSR has been a strong supporter of child-spacing. A principal mechanism for child-spacing IEC has been the MYSR Youth Brigades, which currently enroll 365,000 young people, aged 15-35 mostly in rural areas. The Brigades are involved in productive work such as school construction, well digging, and agriculture. Education and skills training is provided both informally and through MYSR vocational schools. CSFA has provided presentations and lectures on child-spacing to Brigade members, and there is desire on the part of MYSR leadership to see this program expanded. This is a principal mechanism for reaching out-of-school youth.

4. Ministry of Education and Culture

The MOEC has been cooperating in the child-spacing movement since 1978 when it first requested the establishment of the CSFA Youth Advisory Service.

The MOEC and CSFA are currently working together to increase understanding and acceptance of the YAS program among district education officers, school councils, parents, and headmasters. The increasing incidence of teenage pregnancy is providing impetus for this effort. There is considerable potential for expanded family life education in the schools, either through the YAS or as part of the school curriculum. This latter approach would require stronger policy support, curriculum materials, and teacher training.

The Audio-Visual Services of the MOEC can be an important resource to the CSFA. The AVS provides a high level of good quality audio-visual services to the education system. These include radio and graphics production, a circulating film library, audio tape duplication training, training in use of audio-visual aids, and equipment maintenance. Radio production is especially impressive: the AVS produces several hours of schools' broadcasting material daily. The excellent facilities and trained staff in Harare could be available to the CSFA for a number of activities, including graphics production, co-production of radio, and film distribution.

5. Ministry of Agriculture

Food production and agricultural productivity are perhaps the most important aspects of development in Zimbabwe. The MOA has principal responsibility in these critical areas, with a growing national agricultural extension program.

The Ministry is supportive of child-spacing, though it feels that it can offer only limited support through the agricultural extension workers. Agritex, however, the MOA unit responsible for extension, can provide assistance with media design and production. Agritex has, for example, a well-equipped video production facility, and can assist with both production and training. MOA outreach activities, including mobile vans and a newsletter, also provide opportunities for collaboration.

6. Ministry of Information

The Ministry of Information provides a range of information services for the government, including media production and rural information services. MOI film production resources are significant, and are customarily used by other government agencies. Rural information vans regularly visit villages for film showings, and could be an important resource to the child-spacing program. In addition, the Ministry publishes a trilingual rural newspaper, the People's Weekly, with press runs of 300,000-400,000.

Resource Agencies

A large number of private voluntary, academic, and commercial organizations further enrich the organizational resource base for child-spacing IEC activities. The Adult Literacy Organization of Zimbabwe (ALoz) trains literacy tutors who in turn operate functional literacy classes nationwide. There are currently 400 teachers in the field, and some 20,000 students have completed the program. ALoz is eager to include child-spacing concepts in its literacy training and materials.

Consulting, training, and research resources are available through the University of Zimbabwe. Faculty members in Adult Education, Population Studies and Health Education can serve as consultants. The Zimbabwe Institute of Mass Communications provides communication training, with an emphasis on journalism.

Private sector resources also will be important to the child-spacing IEC program. An independent market research agency, Probe Marketing, has good experience in rural market research and capability for both message research and materials testing. CSFA currently has a working relationship with Media Associates, a relatively large media production house with particular strength in radio production, including radio advertising.

The government printing office has good capability, although it is currently difficult to obtain adequate supplies of good quality paper.

International Agencies

USAID is the principal donor agency in the child-spacing field in terms of the volume of financial support. The United Nations Fund for Population Activities (UNFPA) provides funding support for CSFA and has a senior family planning advisor in Harare.

The UN Food and Agriculture Organization (FAO) is active in providing development communication support in Zimbabwe. A survey of media resources in

Zimbabwe has recently been completed with FAO support, and a proposal has been developed for a Council for Integrated Rural Communication. The CSFA has participated in planning for this initiative. FAO also recently supported a training workshop on materials design and production.

MASS MEDIA

Broadcasting

Broadcasting in Zimbabwe is the responsibility of the Zimbabwe Broadcasting Corporation (ZBC), a parastatal organization with 51 percent government ownership. ZBC falls under the overall supervision of the Ministry of Information. ZBC operates daily on one TV channel, and on four national radio channels. There is a policy emphasis on news coverage of rural areas and development projects.

Radio

Radio is estimated to cover 80 percent of the country. No data are available on listenership or distribution of receivers. Estimates of the percentage of rural homes with radios range from 15-25 percent. It is thought that radios are in most villages, with some shared listening.

The radio channels operate in the following formats:

- Radio 1: English language, news, current affairs, music.
- Radio 2: Shona and Sindebele. News, current affairs, development programs.
- Radio 3: English, Shona, and Sindebele. A popular music station; some development programming.
- Radio 4: The educational channel. All languages. Used primarily for schools' broadcasting.

Radio 4 is a newly inaugurated educational network. Coverage is currently limited: only three of the planned 18 repeaters are in place, although it is expected that an additional nine will be in place shortly.

Television

TV coverage is largely limited to urban areas. There are an estimated 170,000 receivers; the viewing audience is thought to total about 500,000. There is some group viewing, such as in the urban beer halls.

ZBC has a well-equipped field production unit, and regularly produces programs in rural areas. A common format is documentary coverage of development projects.

Development Broadcasting

ZBC provides broadcasting support, both radio and TV, for development programs. Agriculture, in particular, makes regular use of radio broadcasts. Documentary coverage of development efforts are common. Public service announcements are free. The bulk of development broadcast time, however, is purchased by government agencies. Prices are relatively low, especially for radio. Both radio and TV accept private sector commercial advertising.

Press

The newspaper industry in Zimbabwe also operates in parastatal status with majority government ownership.

English and African language newspapers are widely available in urban areas. The Ministry of Information publishes the rural People's Weekly. Urban newspapers regularly feature articles on development topics.

Both English and African language magazines are widely available in urban areas, including women's magazines.

SUMMARY: CHALLENGES FOR THE FUTURE

The development of an effective child-spacing IEC program will occur with increasingly strong government support. The CSFA provides an unusually strong organizational base. The current move to integrate child-spacing throughout development programs can greatly expand the reach and impact of the program. Zimbabwe has a rich resource of organizations and individuals whose skills and capabilities can be successfully brought to bear. The financial resources being made available by the government and by USAID appear adequate.

There are, however, some significant problems. Statistics are lacking—on audiences and on media reach. Levels of knowledge and support for child-spacing among rural audiences are low, and there may be significant resistance to overcome, particularly among males. Service availability must be significantly improved.

Development of an effective child-spacing IEC program will take some time. A number of significant challenges must be faced:

1. **Evolution of Strategy:** Successful IEC efforts require a comprehensive strategy grounded in understanding of audiences. Such a strategy is begun with this plan. But the lack of reliable information on which to base a strategy requires that the current framework be seen as a point of departure. As research and experience accumulate, the strategy should be constantly modified. Moreover, it is expected that the strategy can and will be improved as this plan is discussed and reviewed with key ministries and agencies.
2. **Integration:** While the CSFA should assume core responsibility for the national child-spacing IEC program, other agencies will have key roles to play. It will be important to establish these roles, and effective mechanisms for collaboration, in early stages of program development.
3. **Development of IEC Capability:** The CSFA IEC unit will play a central role. The development of an adequately staffed and trained unit should have high priority. This unit should, over time, acquire the capability to plan and manage an increasingly complex set of IEC activities.
4. **Technical Challenges:** In addition to the more general organizational problems noted above the IEC program faces a number of technical challenges:
 - The **information** and **data** base on which strategies rest need to be systematically expanded over time. The developing CSFA Research Unit will play a key role in this effort.
 - A wide range of **messages** and **media** must be developed. Messages must be crafted that are at once effective in bringing important information to audiences, and acceptable in the current, and changing, sociocultural context. Media, ranging from simple print to broadcast materials, will need to be developed and used. Coordination of print, interpersonal, and mass media will be important.

- The lack of data and experience mandates a strong and effective program of **message research** and **pre-testing**.
- **Monitoring** of message reach and impact should become a routine part of CSFA field operations.

Despite these challenges, the overall situation is promising. The elements of success are in place: government support, a strong organizational and financial base, and an adequate mass media infrastructure. Perhaps most importantly, the staff of the CSFA are experienced in child-spacing, understand their program, and are strongly committed to success.

II. IEC STRATEGY FRAMEWORK FOR ZIMBABWE

INTRODUCTION

The development of an IEC strategy has occurred at an important stage in the child-spacing program of Zimbabwe. The government has determined that child-spacing is an integral part of development efforts through its close relationship to the health and well-being of families. Efforts are now proceeding to strengthen and expand the program, and to carry out the aim of providing the citizens of Zimbabwe with the information and means to make an informed choice about the practice of child-spacing. Formulation of an overall IEC strategy for the expanded program is thus essential for at least two reasons:

- Resources, including both staff and funding, are limited in relation to the many IEC needs in the program. Basic information about child-spacing now reaches only a small proportion of the population. In this situation, there is a particular need to determine carefully priorities among the many possible IEC actions that could be undertaken and to decide the most effective and appropriate timing for each action.
- The government has recently decided to follow an integrated approach in the child-spacing program, involving a number of ministries. This decision increases the importance of defining an overall strategy to identify priority audiences, objectives, messages, and communication channels, so as to be able to identify appropriate roles for each agency in the program.

KEY CHARACTERISTICS OF THE IEC SETTING IN ZIMBABWE

Several characteristics of the IEC setting have critical significance for a child-spacing program. They are:

- Dominance of the husband in family decisionmaking.
- Wide reach, and low to moderate use of mass media, especially radio and print materials.

- High rate of rural-to-urban migration among male job-seekers, who become influential sources of new information and opinion when they return periodically to the rural areas.
- Absence of extensive or detailed information about communication behavior or child-spacing attitudes and use among the population of Zimbabwe.
- Reportedly low levels of understanding among both men and women about the concept of child-spacing and the work of the CSFA.
- Existence of a core of well-trained CSFA fieldworkers who provide oral contraceptive information and supplies, and of other effective extension systems.
- Existence of an effective and expanding CSFA Youth Advisory Service.

These factors have led to the development of a strategy with the following characteristics:

- Segmentation of audiences to enable concentration on priority audiences for child-spacing activities, and differentiation of messages and channels of communication appropriate for each audience.
- Use of radio and print to reinforce interpersonal communications of fieldworkers.
- Development of messages to increase understanding and support of the concept of child-spacing, and of specific child-spacing methods.
- Special attention to development of messages for men to increase their acceptance of the husband's role and responsibility for child-spacing.
- Establishment over time of a secondary information flow from urban residents (most of whom are men) to rural residents.

IEC STRATEGY FRAMEWORK

The strategy framework, presented in matrix form at the end of this chapter, includes six audience components:

1. Rural and urban married men, aged 20-50.
2. Rural and urban married women, aged 20-35.
3. Parents of youth in school.
4. Influential persons in the family and community.
5. Service and information providers.
6. Policy makers.

The program will concentrate on rural married men and women, since they comprise the bulk of the population of potential users of child-spacing. It is recognized,

however, that urban men, most of whom have strong ties with their families in rural areas, play an important role in introducing their families and friends to new ideas and practices. Considerable attention will therefore be given in the first few years of the program to communications to increase support and practice of child-spacing among this group.

The strategy anticipates that youth, both in school and out of school, will receive information through the expanded Youth Advisory Service. The Service will remain separate from, but closely coordinated with, the IEC unit of CSFA. Limited IEC activities will be directed at parents to provide indirect support for the work of the CSFA Youth Advisory Service.

The strategy reflected in the matrix (Table I) is provisional. It reflects the informed judgement of CSFA staff and current knowledge of Zimbabwe. It is expected that the strategy will be revised and improved through discussions between CSFA and other key organizations in Zimbabwe.

MEDIA AND MESSAGE STRATEGY

As indicated above, messages will concentrate on: (a) increasing understanding of the concept of child-spacing and its relation to family health and male roles; (b) increasing understanding and overcoming misconceptions about the use and side effects of various methods of child-spacing; and (c) increasing communication about child-spacing between husbands and wives, and between urban and rural men. Major media used will be print, radio, and interpersonal communications.

An important component of a comprehensive IEC strategy is a model of the various ways in which information of different kinds will reach various audiences through different channels. This is especially important in the complex kind of strategy being developed in Zimbabwe, which includes both mass and interpersonal communications, and which rests on the integration of child-spacing into the development work of a number of ministries and organizations.

Figure 2 below summarizes the information flow underlying the proposed child-spacing IEC strategy.

Rural audiences are shown as central to the strategy. Three primary audiences are: rural men, rural women, and local influentials. The latter include family influentials and local leader/officials who are in direct personal contact with rural men and women.

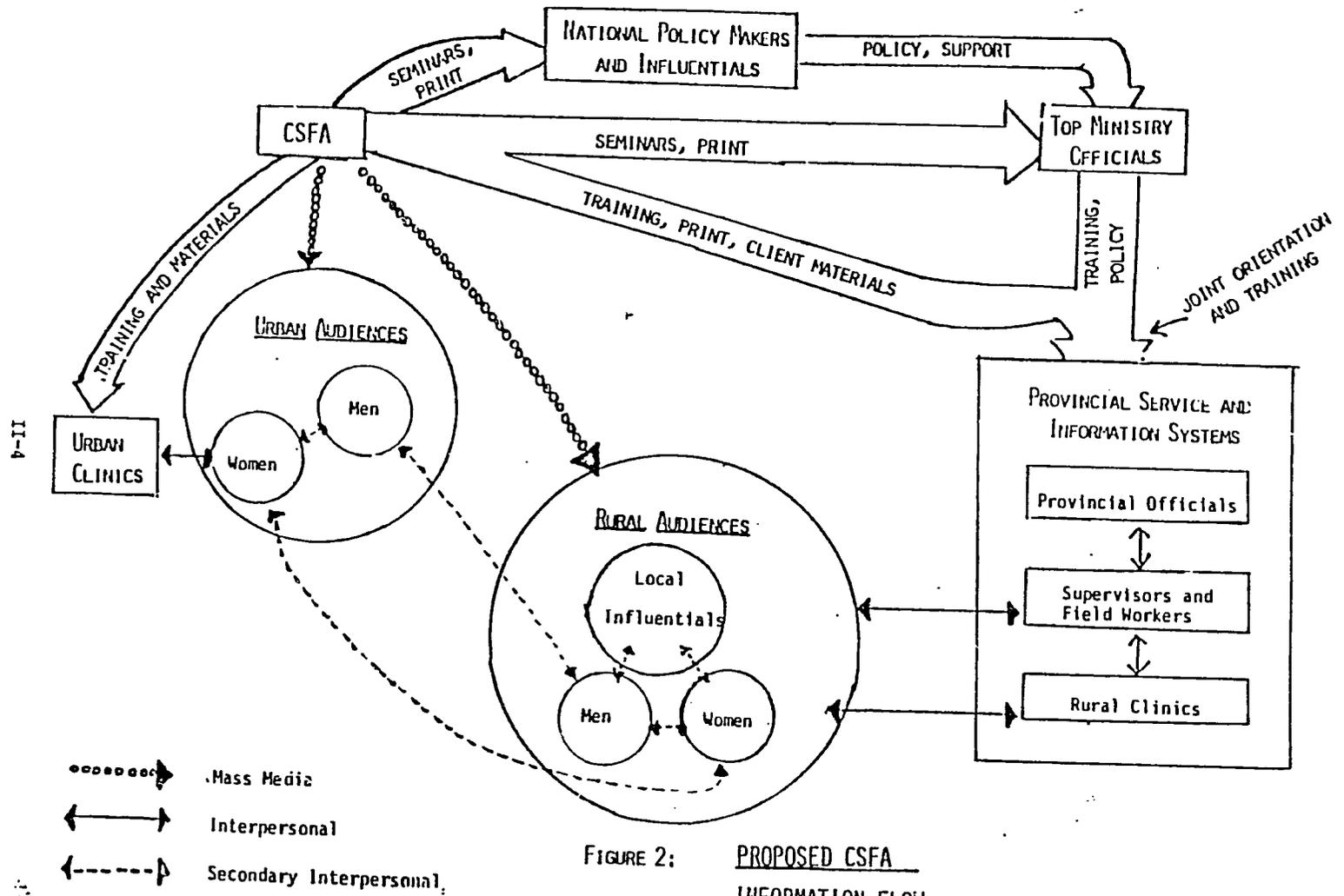


FIGURE 2: PROPOSED CSFA
INFORMATION FLOW

These audiences will receive information from three sources. The first is mass media developed through CSFA, primarily radio. The second is direct interpersonal contact with fieldworkers and supervisors from various organizations. Women are shown as the primary audience involved in interpersonal communication with clinics, although it is recognized that some men may obtain information through clinics. The third source, shown by dotted lines, is secondary interpersonal communication between rural men and women and their urban counterparts.

This third information flow is expected to become increasingly important over time, particularly for those urban men (roughly 30 percent of the male population) who work in urban areas but maintain, and periodically visit, rural residences.

An important network of secondary interpersonal communication is expected among the three rural audiences as discussion of child-spacing becomes more prevalent.

The IEC strategy calls for integration of child-spacing information into the work of a wide range of service and information systems operating at the provincial level and below. Organizations are expected to include, but not be limited to, MCDWA, MOH, MOA, MYSR, political parties, MOEC, and the Adult Literacy Organization of Zimbabwe. Effective information support from these organizations will require organizational commitment, training, and materials. CSFA is shown as cooperating with the various organizations to provide this training and orientation, as well as materials for use with clients.

Integration at this level will require prior understanding of and commitment to the child-spacing program at highest levels. CSFA will assist in this effort through seminars and print materials for leaders in ministries, top policy makers, and leaders in other influential national level organizations, such as political parties, religious organizations, and business associations.

Urban audiences also will be reached by both mass and interpersonal communications. Mass communication channels will include radio, television, newspapers, and magazines. Interpersonal communication will be primarily between women and clinic staff. A secondary interpersonal link between urban men and women will be encouraged.

This broad information and education strategy will not be initiated in its entirety. As discussed in the overall strategy statement, it will be put in place over a period of several years. Figure 2 thus represents an idealized picture of what can be achieved through several years of hard work and cooperation among CSFA and partner organizations.

TIME FRAME

Approximately four years will be required to carry out the strategy. This includes one preliminary year of preparation to collect and analyze basic data, formulate detailed plans, and develop and test messages and materials. Implementation of the strategy in the field is scheduled to begin about July 1984. Messages to each audience will follow a time-phased sequence over the next three years, 1984-1987, to encourage changes in attitudes and knowledge regarding child-spacing, contraceptive methods, and the role of husband and wife in child-spacing decisions and actions.

INTEGRATION OF PROGRAM RESPONSIBILITIES INTO OTHER GOVERNMENT MINISTRIES

Discussions are currently underway regarding implementation of the government's directive to integrate responsibility for the child-spacing program into the work of various ministries. While detailed plans for integration are not yet available, it is clear that there is interest and support among a number of agencies in incorporating appropriate child-spacing information or service functions into their own programs.

The summary strategy matrix shown in Table I suggests potential information roles that might be appropriate for field and clinic workers. Continued joint planning by CSFA, the Ministry of Health, Ministry of Agriculture, Ministry of Community Development and Women's Affairs, and others will be required in the next few months to develop an effective, coordinated approach.

ASSUMPTIONS

Virtually every part of the child-spacing program in Zimbabwe is interdependent with every other part, and the various parts of the program must be coordinated to assure overall success. The IEC strategy is based on several important assumptions regarding other program components:

- Training of clinic staff and fieldworkers will increase. These key personnel will be trained to communicate with clients about child-spacing, provide accurate information, and provide high quality child-spacing services. It is also assumed that adequate numbers of workers will be trained to provide information and services, as desired, to most of the population. The IEC unit of CSFA will participate to some extent in training, especially of Educator-Distributors, and will provide print materials. The main responsibility for training, however, will rest with CSFA's training unit.

- Contraceptive supplies will be available through clinics and fieldworkers for couples who decide to practice child-spacing.
- The availability of services, combined with increased understanding and knowledge among the population, will enable couples to make an informed choice regarding the practice of child-spacing.
- Government ministries and their field staffs will support the child-spacing program and contribute to it as appropriate.

Although the IEC unit of the CSFA has little control over the assumptions listed above, its success in meeting its objectives will depend partly on the degree to which these assumptions hold.

Finally, the IEC strategy summarized below is based on a number of assumptions regarding audiences and their characteristics, media reach and access, and message effectiveness. The assumptions rest on the judgment of experienced CSFA staff. Nonetheless, it will be important for CSFA to establish an effective program of message research and testing from the outset to test these assumptions. As the CSFA research division becomes established, IEC research should be a high priority.

TABLE 1: SUMMARY IEC STRATEGY MATRIX

AUDIENCE/CHARACTERISTICS	OBJECTIVES	MESSAGES	COMMUNICATION CHANNELS	
			MASS	INTERPERSONAL
<p>1. <u>Rural and Urban Men: Ages: 25-50</u></p> <ul style="list-style-type: none"> -Lack of familiarity with concept of child-spacing and services offered. -Low knowledge and use of contraceptive methods; greater familiarity with condom. -Fear of consequences of modern contraception. -Male role as decisionmakers. -Urban men considered authority figures by rural community. -Literacy, perhaps above 50%, for urban men, and lower for rural men. 	<ol style="list-style-type: none"> 1. Effect basic awareness of government support of child-spacing. 2. Increase understanding of child-spacing concept and benefits. 3. Raise awareness of agencies in child-spacing. 	<ol style="list-style-type: none"> 1. Child-spacing as part of government efforts for development. 2. Choice of when to have babies. 3. Information on services and locations. 	<p><u>Radio</u> Talk shows Drama</p> <p><u>Newspapers</u> Editorials Features Inserts in MOA newsletter</p> <p><u>Film</u></p> <p><u>Radio</u> Spots Interviews Drama</p> <p><u>Pamphlet</u> <u>Film</u> <u>Radio</u> Talk shows Documentary <u>Newspaper</u> Features MOA newsletter <u>Magazine</u> Features <u>metal signs</u> at service points</p>	<p><u>Political Parties</u></p>

TABLE I: SUMMARY IEC STRATEGY MATRIX (Continued)

AUDIENCE/CHARACTERISTICS

OBJECTIVES	MESSAGES	COMMUNICATION CHANNELS	
		MASS	INTERPERSONAL
4. Encourage male responsibility for child-spacing.	4. Husband's assistance to wife in child-spacing.	<u>Radio</u> Dramatic spot Social drama	<u>Lectures</u> <u>Fieldworker</u> <u>Discussion</u>
		<u>Newspaper</u> Features MOA insert <u>Print (Simple)</u> Leaflet Fotonovela Comics	<u>Village Co-ops</u>
5. Increase acceptability of condom.	5. Male responsibility through use of condom in marriage.	<u>Radio</u> Spot	
		<u>Package with Instructions</u>	
6. Encourage urban users to discuss child-spacing with other men.	6. Importance of passing the message on.	<u>Radio</u> Spot	
		<u>Posters</u>	
7. Increase knowledge of use of pill.	7. Explanation of pill use.	<u>Print (Simple)</u> Handout	
		<u>Posters</u> Spot	
8. Increase knowledge of pill side-effects,	8. Explanation of side-effects, short duration safety.	<u>Radio</u> Spot	<u>Lectures</u>

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TABLE I: SUMMARY IEC STRATEGY MATRIX (Continued)

AUDIENCE/CHARACTERISTICS	OBJECTIVES	MESSAGES	COMMUNICATION CHANNELS	
			MASS	INTERPERSONAL
	9. Increase knowledge of use, side-effects, safety of IUD.	9. Medical insertion; impossibility of IUD moving up to other parts of the body; short-duration, side-effects.	<u>Posters</u> <u>Print (Simple) Handouts</u> <u>Print (Simple)</u> Radio Health discussion panels	<u>Fieldworker Discussion</u> <u>Discussion Groups</u>
	10. Raise awareness of availability and advantages of permanent methods.	10. Permanent protection, recommended conditions.	<u>Print (Simple) Handouts</u> Radio Health programs	 <u>Fieldworkers Discussion Groups</u>
2. <u>Rural and Urban Women: Ages: 20-35</u> -High awareness of child-spacing, but not of services offered. -Knowledge of methods low in rural areas, high in urban centers. -Fear of consequences of modern methods. -Contraceptive use perhaps 10% among rural women, 30% among urban women.	1. Raise awareness of government support of child-spacing.	1. Identification of government ministries that support child-spacing.	<u>Radio Interviews</u> <u>Film</u>	<u>Fieldworkers & Clinic staff</u> <u>Womens' League Clubs</u> <u>Urban Workplace</u> <u>Public Meetings</u>

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TABLE 1: SUMMARY IEC STRATEGY MATRIX (Continued)

AUDIENCE/CHARACTERISTICS

-Literacy low among rural women,
higher in urban areas.

OBJECTIVES	MESSAGES	COMMUNICATION CHANNELS	
		MASS	INTERPERSONAL
2. Increase understanding of child-spacing concept and benefits.	2. Choice of when to have babies.	<u>Radio</u> <u>Newspapers</u> (for urban)	<u>Rural Community meetings</u>
		<u>Comic Books</u> (for urban)	<u>Urban Workplace</u> <u>Fieldworkers & Clinic Staff</u>
3. Raise awareness of agencies in child-spacing and their services.	3. Information on services and locations.	<u>Radio</u> <u>Film</u>	<u>Women's Leaders & Clubs</u>
		<u>Posters</u>	<u>Urban Work</u> <u>Fieldworkers & Clinic Staff</u>
4. Encourage women to discuss child-spacing with health personnel.	4. Advise to talk with health personnel for information. (for urban)	<u>Radio</u> <u>Newspaper</u> <u>Urban Workplaces</u>	<u>Women's Leaders & Clubs</u>
		<u>Film</u>	<u>Fieldworkers & Clinic Staff</u>
5. Increase knowledge of use of pill.	5. Explanation of pill use.	<u>Radio</u> <u>Print</u> <u>Handouts</u>	<u>Fieldworkers & Clinic Staff</u>

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TABLE 1: SUMMARY IEC STRATEGY MATRIX (Continued)

AUDIENCE/CHARACTERISTICS	OBJECTIVES	MESSAGES	COMMUNICATION CHANNELS	
			MASS	INTERPERSONAL
<p>3. <u>Parents of Youth in School</u></p> <p>-Characteristics of rural and urban men and women.</p> <p>-Some fear that CSFA Youth Advisory program might encourage promiscuity.</p>	6. Increase knowledge of pill side-effects, safety.	6. Explanation of side-effects.	<u>Radio</u> <u>Print</u> <u>Handouts</u>	<u>Group Talks</u> <u>Fieldworkers & Clinic Staff</u>
	7. Increase knowledge of use, side-effects, safety of IUD.	7. Medical insertion, impossibility of IUD moving up to other parts of body, possible side-effects.	<u>Radio</u> <u>Print</u> <u>Handouts</u>	<u>Group Talks</u> <u>Fieldworkers & Clinic Staff</u>
	8. Increase acceptability of condom.	8. Condom as a safe method.	<u>Radio</u> <u>Print</u> <u>Handouts</u>	<u>Fieldworkers & Clinic Staff</u>
	9. Encourage women to discuss child-spacing with their husbands.	9. Advise to talk with husband.	<u>Radio</u> <u>Tagline on Handouts</u>	
	10. Raise awareness of availability and advantages of permanent methods.	10. Permanent protection, recommended conditions.		<u>Fieldworkers & Clinic Staff</u>
	11. Encourage urban users to discuss child-spacing with other women.	11. Importance of passing the message on.	<u>Radio</u> <u>Drama</u> <u>spot</u>	
	1. Increase understanding of YA program, content, acceptability.	1. Content information and government support.	<u>Radio</u> <u>Included</u> <u>drama</u>	<u>YA talks</u> <u>Headmaster talks</u>
				<u>Talk shows</u>

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TABLE I: SUMMARY IEC STRATEGY MATRIX (Continued)

AUDIENCE/CHARACTERISTICS	OBJECTIVES	MESSAGES	COMMUNICATION CHANNELS	
			MASS	INTERPERSONAL
<p>4. <u>Influentials: Husband's Family</u></p> <ul style="list-style-type: none"> -Older -Predominantly rural -Conservative -Ignorant of child-spacing -Low Literacy 	<p>1. Encourage recognition of child-spacing as a Zimbabwean tradition and its benefits.</p>	<p>1. Healthy grandchildren and strong family through child-spacing.</p>	<p>Radio Talk shows Drama</p>	<p><u>Women's Groups</u></p>
<p>5. <u>Influentials: Local Commissars and Other Local Political Leaders</u></p>	<p>1. Raise awareness of government support of child-spacing.</p> <p>2. Increase awareness of agencies in child-spacing and their services.</p> <p>3. Increase awareness of location of nearest clinic or appropriate fieldworker.</p>	<p>1. National level and provincial government officials support child-spacing.</p> <p>2. Information service.</p> <p>3. Information on location.</p>	<p><u>Written directive from national government</u></p> <p><u>Pamphlet</u> <u>Film</u></p> <p><u>Pamphlet</u></p>	<p><u>Group Meetings with higher officials</u></p> <p><u>Group Meetings</u></p> <p><u>Group Meetings</u></p>

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TABLE 1: SUMMARY IEC STRATEGY MATRIX (Continued)

AUDIENCE/CHARACTERISTICS	OBJECTIVES	MESSAGES	COMMUNICATION CHANNELS	
			MASS	INTERPERSONAL
	4. Raise awareness that child-spacing is an important government service.	4. Integration of child-spacing with government development efforts.	<u>Written</u>	<u>Group Meetings</u> <u>Directive</u>
	5. Encourage invitation for child-spacing service provincials to speak at political meetings.	5. Effectiveness of service provincials talk to promote child-spacing aspect of national development.	<u>Film</u>	<u>Group Meetings</u>
<u>Policy/Decision Makers and Opinion Leaders</u>				
Parliament Senior Officials of all Ministries	1. Increase awareness of government support for child-spacing.	1. National government leaders' support child-spacing.	<u>Film</u> <u>Pamphlet</u>	<u>Seminars</u>
Mass Media Executives				
Provincial Officials of all Ministries	2. Increase understanding of child-spacing concept and benefits for family and nation.	2. Choice when to have babies; benefits and relationship to specific agencies.	<u>Film</u> <u>Pamphlet</u>	<u>Seminars</u>
Church Officials				
Business Leaders	3. Raise awareness of agencies and their child-spacing services.	3. Information on agencies and services.	<u>Film</u> <u>Pamphlet</u>	<u>Seminars</u>
	4. Increase support for integration of child-spacing into development.	4. Child-spacing as part of government development efforts.	<u>Film</u> <u>Pamphlet</u>	<u>Seminars</u>

TABLE 1: SUMMARY IEC STRATEGY MATRIX (Continued)

AUDIENCE/CHARACTERISTICS	OBJECTIVES	MESSAGES	COMMUNICATION CHANNELS	
			MASS	INTERPERSONAL
<u>Service and Information Providers</u> -Men and women, most married -Ages 20 and over -Mostly local community residents -Literate -High use of mass media -Attitudes, knowledge, and use of child-spacing vary.	1. Raise awareness of child-spacing support by agency.	1. Child-spacing support by each agency.	<u>Film Handouts</u> for supporting field-workers	<u>Training</u>
	2. Increase understanding of child-spacing concept, benefits, and relevance of child-spacing for agency.	2. Explanation of child-spacing concept, benefits, relevance.	<u>Film Handouts</u> for supporting field-workers	<u>Training</u>
	3. Increase knowledge of purposes and services of CSA and other agencies working in child-spacing and where to obtain services.	3. Explanation of purposes and services; identification of key child-spacing service people and locations.	<u>Film Handouts</u> for supporting field-workers	<u>Training</u>
	4. Increase development of communication skills.	4. Main points and examples of effective interpersonal communications.	<u>Handout</u>	<u>Training</u>

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III: IMPLEMENTATION PLAN

INTRODUCTION

The strategy framework for child-spacing IEC in Zimbabwe provides an overall guide to the development and implementation of an effective program. The identification and analysis of audiences is the basis for the objectives, and the phasing of the objectives determines the schedule of program activities. The analysis provides the rationale for message content and format, leading to specifications for media products. It determines the channels through which information can be shared, and it gives some indication of priorities among audiences, messages, and channels.

This implementation plan seeks to translate the strategy into concrete activities and products, schedules, staffing requirements, integration strategies, management and monitoring structures, and resource requirements, including equipment.

The plan attempts to lay out implementation of the full strategy. It is recognized that resource constraints may be reviewed and adjusted against the guidance provided by the strategy.

Finally, a serious effort is made to rely primarily on the IEC resources available in Zimbabwe.

TASK STRUCTURE

There are generally three ways to structure the tasks of an IEC program: by organizations, by audiences, or by media. The Zimbabwe IEC strategy recognizes the current move towards integration of child-spacing into the development programs of many agencies. This calls for an initial organization of tasks among the CSFA and cooperating ministries and organizations.

This is a broad division of responsibilities. Essentially, the CSFA will be primarily responsible for mass media activities and public relations. Interpersonal communications, through fieldworkers and clinics, will be a shared responsibility. CSFA will design, test, and produce a variety of print materials for use by fieldworkers of all organizations, including those of the CSFA.

Organization by audience would be difficult at this time. More than one agency will be involved in reaching the various audiences. Moreover, the CSFA contribution to the national program will come primarily through media product development.

Thus, it seems best to organize the IEC tasks of the CSFA by the type of media being produced and used. This will simplify the management task, enabling the Association to concentrate technical expertise appropriately.

The Task Structure: Print, Film and Broadcasting, and Press/Public Relations

It is recommended that CSFA activities in IEC be organized into three areas. The first is the design, testing, production and use of print materials. The second includes film, radio, and television. The third encompasses the press and public relations.

Table 2 summarizes the media products to be developed in each of the three task areas. The relationships between products and the overall strategy are shown through objectives and audiences.

Print

Items in the print category are listed in rough order of priority. The first product should be the development and testing of a simple, easily reproducible symbol for the CSFA. The current symbol, while attractive, may have to be changed if the Association's name is changed. Moreover, some features of the symbol--the two-child family, the slogan "planned families"--may not be appropriate at the present time. Finally, the symbol is graphically complex, and would be difficult to reproduce locally for a variety of formats.

A national contest would be a good way to collect a variety of initial designs for testing, and could also bring child-spacing some favorable public attention.

A brochure explaining the policy, purposes, and operations of the Zimbabwe national child-spacing program should be a high priority once parastatal status is established for CSFA. The brochure could feature CSFA, but it should provide broad coverage of the integrated national program.

Simple print handouts on child-spacing methods, suitable for semiliterates, should have equally high priority. These will be widely used throughout the program.

A sturdy flipbook for use by fieldworkers and in clinics also will be important, particularly as fieldworkers from various agencies are brought into the information program. Introduced through training, the flipbook will help ensure consistent and accurate information throughout the program. Its content should be consistent with the handouts and other messages on child-spacing concepts and benefits. The low quality of locally available paper is likely to require that the flipbook be printed outside Zimbabwe.

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TABLE 2: CSFA MEDIA PRODUCTS 1983-87

Item	Objectives	Audiences	Use
PRINT			
1. <u>Child-Spacing Symbol</u> Simple Design; easily reproducible locally	-Awareness	All	All materials; signs on all service delivery points
2. <u>Child-Spacing Brochure</u> 10-15 pages; color; photos; envelope size for easy mailing; brief description of all methods; describe national program; CSFA role and services; list CSFA locations in major cities.	-Gov't support -Child-spacing concepts & benefits -National and CSFA program and services	Policy makers Influentials Service Providers Urban Women Urban Men	Seminars Training program Direct mail to all gov't officials Clinic handout journalists Press/broadcast journalists
3. <u>Methods Handouts</u> Suitable for semiliterates; 4-panel fold; envelope size for easy mailing; tag line: "Have you discussed child-spacing with your spouse today?" Method use, side-effects, safety. For OC, IUD, condom, natural methods. CSFA Harare address; space for local clinics to write in address, location.	-Method use & safety, side-effects -Use of condom in marriage	Urban Women Rural Women Urban Men Rural Men	Clinic handout EDs and other FW Lectures in workplace

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TABLE 2: CSFA MEDIA PRODUCTS 1983-87 (Continued)

Item	Objectives	Audiences	Use
<p>4. <u>Fieldworker Flipbook</u></p> <p>Size for ED kit; heavy plasticized paper; content:</p> <ul style="list-style-type: none"> -CS concept & benefits -Method use, etc. <p>Message format consistent with handouts; rural sources; on each page, simple illustration with message on back in Shona and Sindebele.</p>	<ul style="list-style-type: none"> -Child-spacing concept & benefits -Method use, side-effects, safety 	<ul style="list-style-type: none"> Local Influentials Rural Women Rural Men Urban Women 	<ul style="list-style-type: none"> Training Program Fieldworkers All clinics
<p>5. <u>Revised CSFA Manuals for Courses A and C</u></p> <p>Looseleaf notebook.</p> <p>New communications skills section to supplement current sections on reproduction, child-spacing methods, benefits, etc.</p> <p>Communications skills will cover about 5 of 200 pages.</p>	<ul style="list-style-type: none"> -Addition of communications skills 	<ul style="list-style-type: none"> Participants in Courses A and C 	<ul style="list-style-type: none"> Training Courses A and C

TABLE 2: CSFA MEDIA PRODUCTS 1983-87 (Continued)

Item	Objectives	Audiences	Use
<p>6. <u>Handout for Fieldworkers not trained by CSFA</u></p> <p>6-panel fold</p> <p>Briefly explain: child-spacing concept, benefits, relationship of child-spacing to each agency.</p>	<p>-Child spacing concept, benefits, and relevance for each agency to support child-spacing.</p>	<p>Child-spacing supportive</p> <p>Fieldworkers not trained by CSFA</p>	<p>Supplement to training program</p>
<p>7. <u>Method Posters</u></p> <p>Same illustrations as method handouts. OC, IUD, condom, natural method.</p> <p>Mix of male/female sources. (medical) Directions on where to obtain advice and services.</p>	<p>-Method use, side effects, safety.</p> <p>-Use of condom in marriage.</p>	<p>Urban Women</p> <p>Rural Women</p> <p>Urban Men</p> <p>Rural Men</p>	<p>All clinics and service points</p>
<p>8. <u>Benefit Posters</u></p> <p>Simple message on one benefit, 2-3 different posters; urban and rural, male and female sources.</p>	<p>-Child-spacing concept & benefits.</p>	<p>Urban Women</p> <p>Rural Women</p> <p>Rural Men</p>	<p>Urban/rural workplace</p> <p>All clinics</p> <p>Rural gathering points</p> <p>Male posters in pub.</p>
<p>9. <u>Urban Migrant Male Poster</u></p> <p>Source: Typical urban male migrant worker.</p>	<p>-Men who space their families advise their brothers</p>	<p>Urban Migrant Males</p>	<p>Workplace</p> <p>Pubs</p> <p>Bus/train stations</p>

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TABLE 2: CSFA MEDIA PRODUCTS 1983-87 (Continued)

Item	Objectives	Audiences	Use
10. <u>Inserts for MOA News-letter</u> Suitable for semiliterates. One page, 2 sides. One color Separate inserts on: child-spacing concept & benefits; male responsibility for child-spacing methods; other. All refer to service points.	-Gov't support -Child-spacing concept & benefits -Male responsible for child-spacing	Rural Men Rural Women	1-2 mailings per year as insert in MOA newsletter
11. <u>ALOZ Literacy Materials</u> Integration of child-spacing concept & benefits.	-Child-spacing concept & benefits	Rural Men Rural Women	Through ALOZ training and classes
MASS MEDIA			
12. <u>Child-Spacing Film</u> 16 mm, color, 10-15 minutes, 20 copies. High gov't figure support; rural and urban sources; user testimonial. CSFA purpose and programs; role of all agencies.	-Gov't support -Child-spacing concept & benefits -National and CSFA program and services -Methods	Polycymakers Influentials Service Pro-viders Urban Women Urban Men Rural Men Rural Women	Seminars Training TV broadcast TV discussion & panels Lectures in workplace MOI, MOA mobile vans

TABLE 2: CSFA MEDIA PRODUCTS 1983-87 (Continued)

Item	Objectives	Audiences	Use
<u>The Zimbabwe National Child-spacing program.</u>		Youth in school	MOEC/AVS film library
Messages consistent with child-spacing brochure.			Youth Brigades
13. <u>Slide/Sound</u>			
Slide/sound version of film.			
14. <u>Radio/TV Spot Ads</u>	-Gov't support	Influentials	Begin with gov't support spots
30 seconds; single message.	-Child-spacing concepts & benefits	Urban and Rural Men and Women	4-5 times daily on radio 2 and 3
Mix of sources: urban, rural.	-Methods		Use with other child-spacing radio programs (i.e., Youth program.)
Radio & possibly TV versions of same spot.	-Men who space will advise others		
Indirect messages on methods.	-Condom use in marriage		Add concept and method spots gradually
2-3 versions per objective. Total: 10-15 spots over two years.			Use radio first, and more than TV.
All include tag-line on where to obtain further info & services.			
Shona and Sindebele.			

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TABLE 2: CSFA MEDIA PRODUCTS 1983-87 (Continued)

Item	Objectives	Audiences	Use
<p>15. <u>Radio</u> <u>Social</u> <u>Drama</u></p> <p>Plan for about 50 programs initially. Total 75 over 3 years. 15-30 minutes, depending on broadcast slots.</p> <p>Write in clusters around message themes.</p> <p>Continuing characters; rural and urban; different regions. Include service providers.</p> <p>Mix child-spacing with other development messages. Model problem solving, information acquisition.</p> <p>Light, humorous, topical.</p>	-All	All	<p>Radio 2 or 3.</p> <p>Long running series, same time slot weekly or twice weekly</p> <p>Introduce with prior radio advertising to create interest, build listenership.</p>
<p>16. <u>Radio/TV</u> <u>Discussions,</u> <u>Panels</u></p> <p>Youth Program continues. Insert child-spacing in health programs, Teacher Program, others.</p> <p>Include field testimonials for radio.</p>	-All. Low-key continuing flow of information and advice.	All	<p>Radio 2 or 3 As opportunity arises.</p>

TABLE 2: CSFA MEDIA PRODUCTS 1983-87 (Continued)

Item	Objectives	Audiences	Use
Cover all regions, emphasis to rural areas.			
Use variety of sources.			
PUBLIC RELATIONS/PRESS			
17. <u>Newspaper & Magazine Features</u>	-All	Policy makers Influentials	English and vernacular press
English, Shona & Sindebele		Urban Men Urban Women	
Basic info from CSFA; contract writers.			
18. <u>Press Kit</u>	-Gov't support	Policymakers	Seminar for press & radio/TV journalists, program directors, magazine writers
CS brochure; fact sheets; handouts.	-Child-spacing concept & benefits	Influentials Urban Women	
	CSFA purposes & services	Urban Men	
	-Methods		
19. <u>News Coverage</u>	-All. Seek continuing favorable news coverage, combat rumors.	All	Press, radio, TV
Press releases Continuing contact with key journalists.			

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TABLE 2: CSFA MEDIA PRODUCTS 1983-87 (Continued)

Item	Objectives	Audiences	Use
SPECIAL EVENTS			
20. <u>Child-Spacing Exhibitions</u>	-Gov't support	Men, Women & Youth in largely urban and some rural areas	Trade fairs
Child-spacing stand with IEC Director & provincial staff; film; slide show; recorded messages; brochures; handouts.	-Child-spacing concept & benefits		Agricultural shows
	-Child-spacing services		District shows
	-Methods		
	-STD		

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A new explanation of communication skills will be added to the training manuals for CSFA Courses A and C. Current manuals for Course A have no section on communication, per se; the section on communication in the Course C manual requires revision.

CSFA will provide training for its own fieldworkers and for those of other agencies, such as MOH and CDWA, who will motivate and educate rural and urban residents in child-spacing. For those fieldworkers of other agencies who will play a supportive role in child-spacing but will not offer educational information, CSFA will develop a brief handout on communication skills, the concept and benefits of child-spacing, and the relevance for each agency to support child-spacing. These fieldworkers will be from MOA, YSR, MOEC, and ALOZ.

Of somewhat lower priority is the production of a number of posters. These can provide an important degree of public awareness of different messages, reinforcing both interpersonal and mass communications.

The Ministry of Agriculture has indicated a willingness to consider including a child-spacing insert in its periodic newsletters which are sent directly to farmers. This should be explored as a relatively inexpensive way to reach rural men.

In addition, ALOZ seems willing to incorporate child-spacing messages into its functional literacy materials. This has precedence in similar programs in Thailand and the Philippines, and should be explored.*

Mass Media

The strategy gives early emphasis to reaching policy makers and national influentials and to integration of child-spacing in the programs of several ministries and agencies through training. A first priority product in the mass media program is a 16mm film for use with a wide range of audiences. This film should provide an overall picture of child-spacing in Zimbabwe—what it is, who is doing it, and the benefits it brings to the society. The film can be produced by the Ministry of Information, with technical

* Sample materials from these programs, which were developed by World Education with AID support, should be available from AID/Washington.

direction from CSFA. CSFA should contract with a professional filmwriter to do the script.

A slide/sound version of the film should be produced at the same time for use in rural areas, as well as with urban lectures and discussion groups.

The production of a series of spot advertisements on different messages' themes also will be important to increasing the visibility of child-spacing, and discussion of it in the society. These should be produced on a contractual basis by a competent advertising agency, of which there are several in Zimbabwe. They should contain simple messages, one per spot, and be humorous and appealing. CSFA should maintain technical control over ad content to ensure accuracy.

Initially, these spots should be produced for radio and introduced gradually, beginning with spots on government support of child-spacing. Spots on concept and benefits, on methods, and on other more substantive and motivational messages should be introduced later. The advertising agency should be prepared to recommend a schedule for the spots over time, with sufficient repetition and variation.

Television versions of the spots should be considered if the radio spots are successful and if funds are available. These will be expensive and should have much lower priority.

The assistance of the audio-visual service of the MOEC should be explored in order to reduce costs. It is likely, however, that the advertising agency will want to use its own production house.

Radio social drama will provide a continuing and important source of legitimization of child-spacing, as well as motivational messages. The development of effective social drama is a complex task. The key is writing quality, which must be based on the objectives and messages of the strategy, must be creative, and must be appealing.

CSFA will need expert assistance in developing of the social drama series. The Broadcasting Officer of the MOEC/AVS has experience with radio drama in Zimbabwe and has been working on the idea for a social drama. He should be contacted. Outside technical assistance also would be helpful (and is discussed in a later section of this plan).

Current CSFA work through radio and TV panels, magazines, and discussion programs should be continued and expanded. These formats provide a low-cost and relatively easy way of maintaining a continuing flow of supportive information about

child-spacing. CSFA should make a serious effort to obtain radio material from the provinces, and the plan will recommend the purchase of good quality audio tape recorders for this purpose. At least one recorder and training should be placed in each regional office, and training provided to senior educators. The Youth Radio program should be continued, and should be used to establish parental support for the Youth Advisory program.

Public Relations/Press

An effective public relations and information program is an essential part of the IEC effort. The fundamental purposes of such a program are to ensure continuing favorable news coverage of child-spacing and to combat rumors.

CSFA should seek to place feature articles on all aspects of child-spacing in the press and in magazines. Fact sheets can serve as the basis for articles prepared by journalists and writers. CSFA can also contract with professional writers to prepare articles under supervision.

Contact should be established with key editors to make sure that they understand and support the child-spacing program. This will help ensure that articles are not distorted in the editorial process.

A press kit should be prepared which contains a variety of background information on child-spacing and on the national program. The kit can be introduced at a seminar for press and radio/TV editors, program directors, and journalists.

Advantage should be taken of newsworthy events related to child-spacing to prepare press releases for newspapers and for the broadcast media. Examples include: seminars, opening of facilities, visits of African child-spacing leaders, etc.

Above all, the public relations program should concentrate on establishing effective relations with key news media personnel and a reputation for providing accurate and timely information. If this is done well, news personnel will turn to CSFA for information on any news items related to child-spacing, thereby helping to avoid the inaccurate or distorted news coverage that can lead to, or strengthen, rumors.

The public relations component should be responsible for an annual program of three seminars for policy makers and influentials.

Special Events

CSFA will participate in trade fairs, agricultural shows, district shows, and other week-long events by setting up a booth and offering explanations of child-spacing by the IEC Director and provincial staff, film and slide shows, recorded messages, brochures, and handouts.

DEVELOPMENT AND PRETESTING

All of the program's print and mass media products will be developed through message research and pretesting. The current lack of research-based knowledge on attitudes and knowledge regarding child-spacing makes it absolutely essential that messages and formats be developed carefully. Small-scale message research should be undertaken for key objectives. The services of a market research agency should be used. Preliminary versions of messages and products should be tried out with representative groups, including both user audiences and influentials, to ensure acceptability, comprehension, appeal, and retention. Discussion of messages and materials by small focus groups will be a principal pretesting method. In addition, a small-scale survey of 80-100 individuals is needed to test and compare basic message themes. It may be possible to reduce costs by covering several message items in the same survey. Quota sampling should be conducted as the basis for the survey with such key characteristics as sex, age, literacy, and use/nonuse of contraceptives. If major revisions are made on the basis of testing, the revised materials should be tested as well.

Message and format testing also could be done on a contractual basis, particularly in the period before the CSFA research unit becomes established. CSFA IEC and field staff, however, should be directly involved in the process in order to learn the procedures. Eventually, CSFA should conduct its own message testing.

SCHEDULING

Figure 3 presents a preliminary schedule for implementing the tasks over a four-year period.

The need to staff and develop the IEC unit, and to develop products through message research and pretesting, leads to a first year that is devoted largely to developmental activities. The public relations component will be established and in process during this year. Current radio and TV discussion programs will be continued and expanded. Seminars will be held for mass media personnel.

Figure 3: PRELIMINARY IMPLEMENTATION SCHEDULE

	83/84				84/85				85/86				86/87				NOTES
	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	
<u>PRINT</u>																	
1. CS SYMBOL	-	oo															1. NATIONAL CONTEST
2. CS BROCHURE			oooo														2. CONTRACT WRITER
3. METHODS HANDOUTS			oooo														3. C.S.F.A.
4. FW FLIPBOOK			oooo	oo													4. GRAPHICS FROM MEC OR COMMERCIAL FIRM
5. METHODS POSTERS				---	-	oo											5. GRAPHICS FROM MEC OR COMMERCIAL FIRM
6. BENEFIT POSTERS				---	-	oo											6. GRAPHICS FROM MEC OR COMMERCIAL FIRM
7. MALE PORTERS				---	-	oo											7. GRAPHICS FROM MEC OR COMMERCIAL FIRM
8. MOA INSERTS					-	o											8. C.S.F.A. PRODUCTION
9. ALOZ LITERACY MATERIALS				---	-	oo											9. ALOZ; C.S.F.A.
<u>MASS MEDIA</u>																	
10. CS FILM, SLIDE/SOUND		---	ooo														10. MOI PRODUCE; CONTRACT WRITER
11. RADIO/TV SPOTS					---	ooooooo											11. COMMERCIAL AGENCY DESIGN, MEC OR COMMERCIAL PRODUCTION
12. RADIO SOCIAL DRAMA						---	oooooooooooooooooooo										12. MEC COOPERATIVE CONTRACT WRITER PRODUCTION
13. RADIO/TV DISCUSSION																	13. C.S.F.A.
<u>PR/PRESS</u>																	
14. NEWSPAPER & MAGAZINE FEATURES																	14. C.S.F.A.
15. PRESS KIT																	15. PR CONSULTANT
16. NEWS COVERAGE																	16. C.S.F.A.
17. SEMINARS																	

KEY:
 ----- Design and Testing
 oooooooooo Production
 ----- Utilization

Print and mass media products will become available during the second year, with radio spots and social drama following print. The program should be in full operation by the third year.

Figure 3 also indicates local resources which should be brought to bear in the production process. The audio-visual services of the MOEC will be particularly important for graphics support.

This schedule is preliminary and very general, and will almost certainly have to be modified through further detailed planning. This is particularly true for the design, testing, and production of print and media products. Technical assistance will be recommended for this purpose.

STAFFING AND TECHNICAL ASSISTANCE

An IEC program of the size and complexity of the one proposed here requires a strong and effective management team with a balanced blend of skills. While CSFA will not have materials production staff or facilities, the IEC staff will have to provide technical supervision of the design, testing, and production processes, ensuring that materials and media conform to objectives and meet standards of quality. The staff also will shoulder an increasingly heavy burden of coordination with other agencies, both as resources in the development of the program and as users of IEC products. There will be considerable paperwork, stemming from the management of production as well as from the correspondence and inquiries that the program will stimulate.

A team of a minimum of four persons is proposed to handle the work, as diagrammed in Figure 4 below:

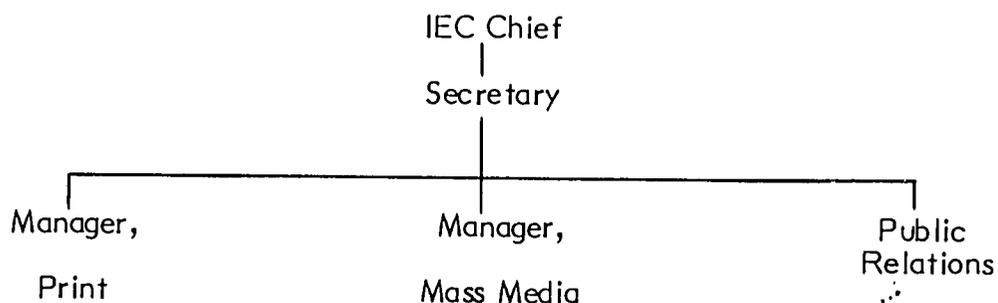


Figure 4: Proposed IEC Unit Staffing

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The IEC Chief would handle the public relations program, in addition to holding overall responsibility for the activities of the unit. Two managers, each with appropriate experience, should be added to oversee the print and mass media components. A secretary is essential to the smooth functioning of the unit.

It is recommended that the two new managers be appointed prior to the arrival of the technical advisors to help initiate the detailed planning for, and development of, print and mass media products. Participation with consultants not only will provide an invaluable training process, but also will enable the new staff to help to shape, and therefore understand, the programs for which they will be responsible. Thus, their appointments should take place in the first quarter of 1983-84.

The print manager should have background in the development of educational materials. An adult educator would be ideal. Journalism would be an acceptable second choice as a field of expertise for this position.

The mass media manager should have professional experience in the field, preferably in radio.

In both cases, the quality of experience and personal qualities of initiative and commitment to child-spacing are more important than degree qualifications, although appropriate higher education would be helpful. Several years of demonstrated successful experience in managing complex activities with deadlines should be required.

It is recommended that appropriate study tours (two to three months) be arranged for the IEC Chief and two managers. These should be arranged during FY 83/84 and FY 84/85. An M.A. scholarship for the unit chief should be considered for FY 84/85.

As the program develops, attention will be given to establishing patterns of working relationships for IEC activity between the CSFA central and field staff.

Technical Assistance

External technical assistance is recommended at the beginning of the developmental first year for both the print and mass media components, and periodically thereafter as required.

A consultant with strong experience in the development of print materials for semiliterates should assist the IEC unit in design and testing of the methods handouts and flipbook. This will require a minimum of six, and probably eight person-weeks. IEC staff should be directly involved in the design and testing process as on-the-job training. The

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PIACT program, among others, has this kind of expertise and considerable family planning experience.

Similarly, it is recommended that an external consultant with experience in design, testing, and production of radio spots and drama be engaged for a period of four to six weeks. This consultant should work with CSFA staff and local consultants (such as from the MOEC/AVS) to develop plans and model scripts for the radio drama. This consultant also would work with CSFA to develop contract relationships, as needed, with advertising and marketing research firms. Many such consultants are also skilled in film and TV and could assist in these areas as well.

Ideally, these two consultants would be in Zimbabwe at the same time, strengthening the integration of messages and approaches between the two components. The consultancies should take place no later than the beginning of the second quarter of 1983-84.

CSFA also should explore the possibility of employing local consultants for the print and media components. Staff at the MOEC/AVS have been mentioned. In addition, there appear to be faculty in the Adult Education Department of the University of Zimbabwe whose skills would be useful.

As a matter of policy, the CSFA should seek to obtain the maximum training of its own staff through each consultancy. In some cases, time permitting, short formal workshops, conducted by consultants, could include key people from cooperating ministries, providing a mechanism for integration.

INTEGRATION

The general roles of CSFA and cooperating organizations in the IEC program have been noted. CSFA would be responsible for mass media activities and for the production of print materials used by fieldworkers of all kinds.

Thus, for the IEC field, a principal mechanism for integration should be the training of fieldworkers from other organizations in child-spacing and the use of print materials. The IEC unit will contribute the materials and assist, but the primary responsibility should lie with the CSFA training unit.

Similar arrangements should be made for the training of extension staff, such as from the MOA and MOI, who use the CSFA film or slidesound program with rural audiences. While in many cases CSFA Educator-Distributors or senior educators will be available to lead discussions of the media program, a cadre of trained extension staff in

the mobile vans program would greatly expand the impact of this activity--and would be an excellent example of integration.

The IEC unit will, of course, work with an interagency planning committee. This committee will be the focal point of integration and joint planning, and should be an active committee. It should meet regularly, and its members should take part in the technical activities of the IEC unit in order to be well informed on the program.

The committee can be consulted on messages and products, but it is strongly recommended that the CSFA not create messages by committee. The committee would provide a helpful sounding board for message research and pretesting results.

MANAGEMENT AND MONITORING

Two aspects of IEC work are critical to effective management: deadlines and the sequential nature of materials production. Materials must be produced on schedule so that their use can go forward as planned. Print materials must be ready for the training programs; media materials must be ready for scheduled broadcast time.

Materials must be produced through a sequence of steps: research, conceptualization, prototype development, testing, revision (and retesting if necessary), and production.

These factors combine to mandate careful, week-by-week work planning. The consultants brought in to help initiate the print media components will help the IEC unit to establish detailed workplans and will assist in implementing the first steps.

These plans, however, will need to be constantly updated. A scheduling board should be established and maintained weekly, helping the IEC unit director to maintain control of activities. Firm deadlines should be established in contractual form for all commercial agencies.

The IEC staff should meet weekly to review progress and to identify problems. Each manager should be required to submit monthly workplans for the activities in his/her area. These should be discussed by the entire unit. Each member of the unit should be sufficiently familiar with all of the activities in order to play a back-up management role when others are traveling.

In the beginning, prior to the establishment of the CSFA research unit, only rudimentary monitoring of IEC activities at the field level will be possible. Nevertheless, the following activities should be well within the CSFA staff capability:

- o **Print Distribution:** Provincial administrators and senior educators can routinely check with clinics to determine if materials are on hand, are being used correctly, and if supplies are adequate. All staff traveling to the field from provincial offices should carry a back-up supply of handouts. EDs can be asked to monitor the supply and use of materials in their area by other fieldworkers. Provincial administrators, senior educators, and EDs should discuss print materials with fieldworkers, clinic staff, and clients to assess their utility.
- o **Mass Media:** Provincial staff can gather similar information routinely on radio broadcasts. Are the programs being received? What do clients and others say about them? A simple interview schedule with three or four questions can be prepared centrally and used periodically by EDs to find out: a) if a recent radio program has been heard; b) what the listener remembers about it; and c) what the listener thinks about it.

This information can be forwarded routinely through monthly reports to the IEC unit in Harare.

Provincial staff should be asked to report immediately by telephone any serious objections or other problems encountered with either print or media programs.

The film van program can be monitored by asking van staff to report the numbers viewing and the length and nature of post-film discussion. Senior educators should participate in these activities periodically to assess their effectiveness.

Consideration should be given, when administratively feasible, to having clinic staff and EDs enter in record books, for each new acceptor, the answer to the question: "How did you learn about child-spacing?" Returns from CSFA clinics alone would provide a useful picture of the impact of various IEC activities.

Finally, central office IEC staff should travel regularly to the provinces to monitor activity and to solicit feedback. Each province should be visited at least twice monthly; in addition, special trips will be required for training and management crises.

RESOURCE REQUIREMENTS

Equipment

The current USAID grant budget calls for the purchase of the following as "Training Aids:"

- o 20 slide and movie projectors.
- o 3 VTR cameras and monitors.
- o 10 35mm cameras, screens, film.

Somewhat over US\$300,000 is budgeted for "paper, printed material, and costs, including 2 photocopiers."

It is not clear how much of this resource base is to be allocated to IEC. There is no foreseeable use in the IEC unit for the VTR equipment.* The equipment needs of the IEC unit are estimated as follows:

<u>Qty</u>	
6	<u>16mm sound projectors, with external speakers</u> Dist: Central Office (1); 1 in each provincial headquarters
12	<u>35mm slide projectors</u> Dist: Central Office (2); Provincial offices (2 ea.)
8	<u>Professional-quality portable cassette tape recorders, with microphone</u> Dist: Central Office (3); Provincial Office (1 ea.)
8	<u>35mm cameras</u> Dist: Central Office (3); Provincial Offices (5 ea.)
6	<u>Projection screens, portable</u> Dist: Central Office (1); Provincial Offices (1 ea.)

This equipment base will enable the IEC program to do the following:

- o Present films and slide programs centrally and in the provinces; the 35mm cameras will enable provincial staff to build collections of slides for training and IEC use; the three cameras in the central office will enable central staff to do likewise.
- o Gather field material on tape for use in radio broadcasts and training. The recorders also could be used for qualitative interviews of clients for research purposes.

A vehicle should be provided to the central office staff.

* The budget provided for this equipment (US\$5,000) is totally inadequate. If the training division needs VTR, they must have high quality field production cameras, editing capability, (at least two video recorder/editors), a selection of lenses, accessories (tripods, cables, cases), and tape. This will cost at least US\$30,000 exclusive of shipping and duty (if applicable). There will be problems with spare parts, and possibly maintenance. Training will be required. All in all, it seems better to do without VTR, especially since cooperating ministries, MOA in particular, have good equipment and are willing to assist.

Budget

The USAID grant budget does not permit a detailed break down of funds allocated for the IEC unit. The total costs attributed to IEC are US\$357,000. This seems to be made up of salary for the IEC Director, costs for printing and paper (and possibly the photocopiers), and perhaps some of the equipment.

Additional investigation must be completed before an accurate IEC budget for four years can be developed. Some cost figures are not available at this writing (such as for printing of flipbooks outside the country), and quantities must be estimated for products, especially print. A very rough estimated budget is attached for initial planning purposes. Details for the calculations are provided so that the budget can be easily revised.

PROVISIONAL CSFA BUDGET

<u>BUDGET ITEM (all US\$,000)</u>	<u>FY 83/84</u>	<u>84/85</u>	<u>85/86</u>	<u>86/87</u>	<u>TOTAL</u>
<u>SALARIES</u>					
a. IEC Chief	14	14	14	14	56
b. Print Manager	9	9	9	9	36
c. Media Manager	9	9	9	9	36
d. Secretary	<u>5</u>	<u>5</u>	<u>5</u>	<u>5</u>	<u>20</u>
SUBTOTAL	37	37	37	37	148
<u>TRAVEL IN-COUNTRY</u>					
30 trips 1 yr @ \$300	<u>9</u>	<u>9</u>	<u>9</u>	<u>9</u>	<u>36</u>
<u>PRINT PROGRAM</u>					
a. SYMBOL					
350 signs @ \$40	14	-	-	-	14
Contest costs	1	-	-	-	1
Pretesting ¹	<u>5.5</u>	-	-	-	<u>5.5</u>
SUBTOTAL	20.5				20.5

BUDGET ITEM (all US\$,000)	FY 83/84	84/85	85/86	86/87	TOTAL
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b. CHILD-SPACING BROCHURE

-Writing and layout	1	-	-	-	1
-Pretesting ¹	3	-	-	-	3
-Printing-5,000 copies @1.00	3	2	-	-	5
-Distribution	<u>1</u>	<u>1</u>	-	-	<u>2</u>
SUBTOTAL	8	3			11

c. METHOD HANDOUTS

-Writing (in TA budget)					
-Pretesting ²	7	-	-	-	7
-Printing ³ 450,000 x ,05	5.6	5.6	5.6	5.6	22.4
-Distribution	<u>1</u>	<u>1</u>	<u>1</u>	<u>1</u>	<u>1</u>
SUBTOTAL	13.6	6.6	6.6	6.6	33.4

d. FW FLIPBOOK

-Writing & Design (in TA)					
-Graphics	1	-	-	-	1
-Pretesting ⁴	3	-	-	-	3

BUDGET ITEM (all US\$,000)	FY 83/84	84/85	85/86	86/87	TOTAL
-Revisions	1	-	-	-	1
-Production ⁵ 2000 x \$20	<u>20</u>	<u>20</u>	-	-	<u>40</u>
SUBTOTAL	25	20			45
e. REVISED CSFA MANUALS FOR Courses A and C- (In training budget)	-	-	-	-	-
f. HANDOUT FOR FIELDWORKERS not trained by CSFA					
-Writing and layout	-	.5	-	-	.5
-Pretesting ¹⁴	-	2.0	-	-	2.0
-Printing 10,000 copies @ .25	-	2.5	-	-	2.5
-Distribution	-	<u>.5</u>	-	-	<u>.5</u>
SUBTOTAL		5.5			5.5
g. POSTERS (12-15 VERSIONS)					
-Design	1	-	-	-	1
-Graphics	2	-	-	-	2
-Pretesting ²	6	-	-	-	6

BUDGET ITEM (all US\$,000)	FY 83/84	84/85	85/86	86/87	TOTAL
-Revisions and final layout	3	-	-	-	3
-Printing ⁶ 15 versions x 1000 copies x \$1		15	-	-	15
Reprint with new themes	<u>-</u>	<u>-</u>	<u>10</u>	<u>10</u>	<u>20</u>
SUBTOTAL	12	15	10	10	47
h. MOA INSERTS, ALOZ					
-Materials (estimate)	<u>1</u>	<u>1</u>	<u>1</u>	<u>1</u>	<u>4</u>
SUBTOTAL	<u>1</u>	<u>1</u>	<u>1</u>	<u>1</u>	<u>4</u>
SUBTOTALS PRINT	<u>80.1</u>	<u>51.1</u>	<u>17.6</u>	<u>17.6</u>	<u>166.4</u>
4. MASS MEDIA PROGRAM					
a. CHILD-SPACING FILM					
1. Writing & Story board development	1.5	-	-	-	1.5
2. Story board Pretesting ²	<u>6</u>	-	-	-	<u>6</u>
3. Production ⁷ 15 Min x \$1200	18	-	-	-	18
4. Add'l prod. costs (Travel, etc.)	5	-	-	-	5
5. Prints: 20@ \$200	<u>4</u>	-	-	-	<u>4</u>
SUBTOTAL	34.5	-	-	-	34.5
b. SLIDE TAPE	1	-	-	-	1
1. Pretesting	<u>3</u>	-	-	-	<u>3</u>
	4	-	-	-	4

BUDGET ITEM (all US\$,000)

FY 83/84

84/85

85/86

86/87

TOTAL

c. **RADIO SPOTS:8**

1. Production: 15 X 600	-	90	-	-	90
2. Pretesting	-	5.5	-	-	5.5
3. Broadcast time 250 min @ \$100/minute	-	<u>25</u>	<u>25</u>	-	<u>50</u>
SUBTOTAL	-	120	25	-	145.5

d. **RADIO SOCIAL DRAMA**

1. Development & Writing	3	3	-	-	6
2. Pretesting ⁹	6	6	3	3	18
3. Production ¹⁰ 75 prog. x \$500	-	12.5	12.5	12.5	37.5
4. Broadcast time (prime)	-	<u>3.75</u>	<u>3.75</u>	<u>3.75</u>	<u>11.25</u>
SUBTOTAL	9	25.25	19.25	19.25	72.75

e. **RADIO/TV DISCUSSIONS¹¹**

	10	10	10	10	40
SUBTOTALS MASS MEDIA	57.5	156	54.25	29.25	297

PR/PRESS PROGRAM

a. Feature Articles ¹²	4.8	4.8	4.8	4.8	19.2
b. Press Kit	2		2		4
c. Seminars ¹³	<u>1.5</u>	<u>1.5</u>	<u>1.5</u>	<u>1.5</u>	<u>6</u>
d. Exhibitions and Construction					
-Visual design	.5	.5	.5	.5	2.0
-Photographs	.2	.2	.2	.2	.8
-Slides	.2	.2	.2	.2	.8
-Food	.75	.75	.75	.75	3.0
-Rental	4.0	4.0	4.0	4.0	16.0
-Transportation or materials	.25	.25	.25	.25	1.0
-Interim handouts	<u>.5</u>	<u>.5</u>	<u>.5</u>	<u>.5</u>	<u>2.0</u>
SUBTOTAL PR/PRESS	14.7	12.7	14.7	12.7	54.8

EQUIPMENT

6-16mm proj. @ \$450	2.7	-	-	-	2.7
12-35mm slide proj. @ \$250	3.0	-	-	-	3.0
8-Cassette recorders @ \$200	1.6	-	-	-	1.6
8-35mm cameras @ \$400	3.2	-	-	-	3.2
6- Screen @ \$200	1.2	-	-	-	1.2
7- Film, repairs, tape	<u>.5</u>	<u>.5</u>	<u>.5</u>	<u>.5</u>	<u>2.0</u>
SUBTOTAL	12.2	.5	.5	.5	13.7

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BUDGET ITEM (all US\$,000)

	<u>FY 83/84</u>	<u>84/85</u>	<u>85/86</u>	<u>86/87</u>	<u>TOTAL</u>
7. <u>TECHNICAL ASSISTANCE</u>					
a. Print Dev. 2pm @ \$6000	12	-	-	-	12
b. Radio: 2pm @ \$6000	12	-	-	-	12
c. Other: 1pm /year	—	<u>6</u>	<u>6</u>	<u>6</u>	<u>18</u>
SUBTOTAL	24	6	6	6	42
8. <u>TRAINING</u>					
-In overall project training budget	-	-	-	-	-

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<u>OBJECT TOTALS</u>	<u>83/84</u>	<u>84/85</u>	<u>85/86</u>	<u>86/87</u>	<u>TOTAL</u>
<u>PERSONNEL COSTS</u>					
Salaries	37	37	37	37	148
Travel in-country	9	9	9	9	36
Print Program	80.1	51.1	17.6	17.6	166.4
Mass Media Program	57.5	156	54.25	9.25	297
PR/Press Program	<u>14.7</u>	<u>16.7</u>	<u>14.7</u>	<u>12.7</u>	<u>54.8</u>
SUBTOTAL	198.3	269.8	132.55	85.55	702.2
Plus 10% for inflation and contingency	<u>19.8</u>	<u>26.9</u>	<u>13.3</u>	<u>8.6</u>	<u>70.2</u>
	<u>218.1</u>	<u>296.7</u>	<u>145.9</u>	<u>94.15</u>	<u>772.4</u>
<u>SUPPORT COSTS</u>					
Equipment	12.2	.5	.5	.5	13.7
Technical Assistance	<u>24.0</u>	<u>6.0</u>	<u>6.0</u>	<u>6.0</u>	<u>42</u>
SUBTOTAL	36.2	6.5	6.5	6.5	55.7

COSTS UNDER CURRENT USAID GRANT, FY83/84 - 85/86

PERSONNEL: 661.6

SUPPORT: 49.20

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BUDGET NOTES

1. Based on Probe Marketing cost of US\$615 per focus group; 4 groups and individual interviews with N=100.
2. 6 focus groups and interviews with N=100.
3. USAID grant document anticipates 416,000 new acceptors between FY 83/84 and FY 85/86. If we assume each new acceptor should have a methods handout, and allow only 10% for loss, 450,000 total copies of the handouts will be required. Printing costs should be verified.
4. 5 focus groups and testing in training session.
5. USERS: 600 EDs + 350 clients + 500 other workers (est) = 1,450
10% spares = 145. Estimate Total 2,000

PRICE: Assume printing outside Zimbabwe; to specs.
\$20 each, including shipping. Price should be verified.
6. Each version dist: 350 clinics + 650 other locations = 1000
Price to be verified.
7. Assumes MOI film unit @ \$1200/minute
Price to be verified.
8. Assumes production cost for spot - \$600. Verify price.
Broadcast time @ \$100/minute. Verify price.
5 min. per week x 50 weeks = 250 min.
(25 weeks each of 2 years)
9. 30 focus groups over 4 years.
10. Assumes MOEC recording.
11. Assumes MOEC production assistance, including fees, field recording costs.
12. Assumes 24 per year @ \$200.
13. Average 3 per year @ \$500.
14. Assumes individual interviews with 100-120 fieldworkers during training sessions.