DEVELOPMENT OF FARM BROADCASTING IN SRI LANKA

By

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DEVELOPMENT ALTERNATIVES INC.

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Dr. Preston Pattie, Chief of Party/Diversified Agriculture Research Project (DARP) arranged for an opportunity to discuss my views with United States Agency for International Development (USAID) officials and agree to the idea of a one day seminar to discuss the issues raised in this report.

DEVELOPMENT OF FARM BROADCASTING IN SRI LANKA

EXECUTIVE SUMMARY

The author served as a DARP consultant to the Agricultural Broadcasting Service of the Department of Agriculture from 15th January to 15th April, thereafter with the audio visual unit from the 15th April to 15th May. This association with a training programme spread over four months arose firstly out of a decision of the Department of Agriculture to broaden and expand the use of mass media communication techniques for its information dissemination activities. Secondly it arose out of the belief within the Department that complex problems arising out of the removal of Agricultural Field Officers (Krushi Viyaptha Sevaka - KVS), who were the most important link between the participating farmers and the Department, could to a great extent be resolved through the use of mass media communication systems.

Could mass media communication, whether it be the radio or television, by itself accomplish this task? As much as it is not possible for radio or television to replace the teacher in the classroom it is equally impossible for the radio and television to replace Agricultural Officers from their legitimate area of operations--the field. If that be so how exactly can the mass media communication systems like radio and television be utilized in the field of Agriculture? Once the role of media is clearly identified how do you actively utilize it to play the identified role? These issues are addressed in this short paper.

The fact that within the Agricultural Broadcasting Service and the Audio Visual Unit of the DOA there are a group of competent and committed persons is extremely fortunate. Most have a diploma or degree in agriculture and some have postgraduate qualifications. Therefore most have specialist knowledge of their own area of activity. That the Department is making every effort to provide its officers with opportunities for further education and training is clearly perceptible.

It is extremely desirable to provide these officers opportunities to broaden their knowledge and sharpen their skills in the field of communicating through radio and television. It is not difficult to impart knowledge and train in skills in scrip writing and production techniques to a knowledgeable and committed group of people. Even now among them are a few who show a high level of understanding and competency in mass media communication processes and it is not a difficult task to bring up the others too, through planned training programmes, to acceptable levels of competence.

Even at the moment the Department of Agriculture/Sri Lanka Broadcasting Services (SLBC) is transmitting programmes directed to farmers. The objective of these programmes is to disseminate general and research information and data gathered by the Department and provide general advice to farmers. It is, therefore, a top down approach where the officers talk to the farmers and farmers listen. This is done on the assumption that whatever information or advice is broadcast over the radio will be of benefit to the farmers.

But do the targeted audiences receive and understand the programmes the way they are intended? Finding the answer to this question is an important aspect of a well developed agricultural system. If the media man is not aware of how the message is received and understood by the intended audience, the communicator cannot accomplish whatever he intends to do.

A former Director General of the British Broadcasting Centre (BBC), Mr. Ian Trethowen in July 1978 observed that " A Pattern of Community Radio in many parts of the world is that the station attempts to serve its community by being not simply the mouthpiece of the decision makers, but part of the process where by decisions are made. It helps the community to reach a consensus to its 'thinking out loud'. Its appeal lies in the fact its programmes can deal with matters which are close to us and probably affect us most - local transport and industry, our jobs, medical facilities, the education of our children and how we spend our leisure".

The development of agricultural broadcasting should be directed towards the generation of a process whereby participatory decision making is possible. This was realized through the author's association with the Agriculture Department. In other words agricultural broadcasting should be a service of the farmers, an instrument in their hands to be used by them for their own purposes. For example having taken bank loans and toiled in the field and finding it impossible to dispose of their harvest, say tomatoes, they should be able to air their grievances aloud and seek urgent solutions from the policy planners.

The experience of the SLBC in the decade of the eighties provides a way to bring about this change. During the first half of eighties, the SLBC with the assistance of UNICEF and collaboration with the Mahaweli Development Authority began a 'Community Broadcasting (Radio) Service' for the first time.

This was essentially a farmer-centred communication activity. The methodology and techniques of Community Radio is the most appropriate form of broadcasting (communication) for agricultural services. The tasks of imparting scrip writing and production skills is secondary. The issue is really a problem in mass communication.

This experience was brought to the notice of Mr. Percy Weerakkody, Assistant Director of Agriculture/Farm Broadcasting Service (FBS), Mr. Henry Gamage, Additional Deputy Director of Technology Transfer, Department of Agriculture and Mr. S Wirasinghe, Deputy Director of Technology Transfer, Department of Agriculture. Their acceptance of these new ideas indeed were encouraging for the author to organize two workshops, first, in February from 8th to 12th and second in April from 15th to 19th, with the assistance of a Community Radio specialist in Asia Pacific Region Mr. Wijayananda Jayaweera. The primary aim of these two workshops were to provide the communicators in the Agriculture Department with insights into mass media communication through the community radio systems.

In addition, a Seminar on Community Radio for Agricultural Development was held by DARP at the BMICH on 8 July 1993, with the Honourable Minister of Agricultural Development and Research, Mr. R M Dharmadasa Banda presiding. The primary conclusion emerging from this seminar was the concept that a community radio system would be worthwhile for the country. The costs of installing and operating such a system do not seem to be insurmountable. It would require a coordinated effort among many governmental agencies dealing in not only in agriculture, but also in health, education, and other areas.

Two papers on the topic of community radio are presented in the next section of this report. These are followed by three short papers giving the results of three separate studies of radio audience profiles in rural areas. The annexes contain the agendas of the two workshops and the seminar discussed above.

COMMUNITY RADIO

Two Papers Presented
at the Diversified Agriculture Research Project Workshop
on 8 July 1993

Farm Broadcasting - Towards a community Centered approach.

Wijayananda Jayaweera*

Of all mass media in Sri Lanka, Radio is still the most penetrated medium in the rural sector, and it will continue to be so, because of its flexibility in adapting to new demands, provided a correct role perception is evolved by those who are in the business of broadcasting.

Sri Lanka Broadcasting Corporation had a considerable amount of both negative and positive experiences in Rural/Farm broadcasting. Primarily the farm broadcasting in Sri Lanka had a conventional approach with transmitting information from center to periphery with bits and pieces of stories to reinforce such information.

But how far these conventional approaches can be utilized effectively for dissemination of agricultural information leading to adaptation of new innovations, is yet a question, specially when one considers the new demands of farm broadcasting that are been discussed today? . This question was not so vital when farm broadcasting was treated as merely a complementary activity to the well established Agricultural Extension service. But now, to a greater extent the radio is been called upon to become a substitute for Agricultural Extension system which was then the widely accepted source of information for rural farmers.

However, fortunately the flexibility and adaptability of this marvelous medium of Radio still have untapped potentials in meeting to such demands. Though it may not be effective as in the case of field extension service which had a KVS (Agriculture Extension Worker) in every village or so, there are possibilities to use the radio as a probable substitute with a greater degree of effectiveness and efficiency, but a proper approach is a precondition.

So far, except in the case of Mahaweli Community Radio, the approach of farm broadcasting was center oriented and relied more on National Broadcasting Systems Lately it was extended to regional radio stations too. However, programme approach was very much top-down with instructions and information oriented with emphasis on expert advise and complementary success stories.

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*Wijayananda Jayaweera is the Controller of SLBC's Staff Training Institute and was formerly attached to Mahaweli COmmunity Radio, a UNESCO/SLBC joint venture in participatory broadcasting. Also he has worked as a broadcasting consultant for UNESCO, DevCom and CFTC in Bhutan, Cambodia, Papua New Guinea and Iran.

(In fairness to the efforts of pioneer farm broadcasters of Sri Lanka let us not underrate their contributions. However, it also should be noted that as in the case of many development concepts of the sixties, the farm broadcasting of Sri Lanka too had its roots in now obsolete development communication concepts of Whilbur Scharam(1964) and others, interpreted into action in late sixties by then SLBC Chairman Mr. Neville Jayaweera who subsequently became critical of those concepts.)

Nevertheless, farming communities were fortunate to have an effective net work of agricultural extension service, and thus at the time the impact of farm broadcasting was not crucial in adopting new innovations.

To be able to devise an appropriate system that is needed for new demands in farm broadcasting I prefer to focus your attention on the following three essential aspects which is vital in determining a system that can fulfill the role requirements of a possible alternative to an extension service.

1. Nature of the target audiences
2 Ability to interact with the target audience
3. Cost effectiveness

Target Audiences

When determining a new approach to farm broadcasting the heterogeneity of the target audiences and its differing interests has to be considered. The three main agricultural zones identified by the Department of Agriculture are further broken down to low country, mid country and up country. Thus there are at least 46 agro-ecological regions of various sizes with distinguishing characteristics of rainfalls, soil groupings, and terrain. Language wise there are two main categories, and in terms of farming seasons and crops farmed this heterogeneity is further extended. If socio-economic and cultural settings of the communities involved also included, the audience becomes even more heterogeneous. Therefore from a communication point of view it is a fact that there is no unitary national audience for farm broadcasting, but several distinct audiences with specific interests and problems. This clearly demands a broadcasting system which caters to the well defined target areas with homogeneous target communities.

Even the existing regional broadcasting services are not capable in meeting the demands of this heterogeneity of the audiences. Mahanuwara Sevaya alone covers more than 15 different agro-ecological regions of up country in intermediate and wet zones. Ruhunu Sevaya covers nearly 10 agro-ecological regions while the Rajarata Sevaya having more homogeneous target audience covers nearly five different regions.

Ability to Interact with the target audience

Secondly, when determining a proper approach it should be considered, as to what extent an effective audience participation in programme production process can be achieved. The traditional way of farm broadcasting did not demand much participation from the audience in the four phases of message development i.e. defining, designing, producing and evaluating. Then, the role of farm broadcasting in motivating audience has been supplementary with a top down approach that reinforced the work of extension workers who depended much on interpersonal communication methods.

Now, in the absence of a field oriented extension system the radio will have to change its traditional role by incorporating objective oriented programmes that should lead to an effective mutual learning and unlearning process between the farmer and the communicator. For this, an active audience participation in all four phases of message development is essential.

Such a participation enables the dissemination of information in the forms that can be assimilated and used by the target audience. It also allows continuous feedback evaluation and re-structuring of the messages with a process oriented approach that is essential in community animation. The expected level of participation depend much on the size of target area and the accessibility to and from the target audience. The target area should be manageable and should be consisted with a homogeneous audience which has distinct community characteristics with similar aspirations.

Few successful experiments in participatory radio broadcasting has been done in Girandurukotte Community radio which covers nearly 600 sq. kms with about 30,000 families in 63 villages that belongs to a single agro-ecological region. One such example is the establishing of a group of radio volunteers from the community who initiated a process of animating the community through their radio programmes and related activities. These radio volunteers were groomed as grass root level volunteers for health extension work. This type of radio volunteers are encouraged to produce home made radio programmes in their own villages by using domestic recorders. Subsequent fine tuning and editing of such programmes by the station staff became less frequent as volunteers gain experience in programme production.

Contents of these programmes were based on authentic experiences and thus were well suited for the frame of reference of the target audience. The follow up activities were monitored by the community radio through a regular dialogue in which the feedback and the issues encountered were highlighted.

If properly coordinated a similar force of community radio volunteers can be mobilized by any Community Radio to some extent for the replace ment of the out going KVS system .

Another valuable experience is "The school on the air" and related programme projects which was an integrated non-formal educational effort utilizing a multi-media approach with field demonstrations and other related activities initiated by a series of radio programmes. (This experiment will be discussed in details during a follow-up session)

To highlight succinctly the similar potentials, I prefer to draw your attention to the following comparison chart that explains the deference of the conventional approach and the Community radio approach in producing and broadcasting radio programmes

PROGRAMMES

Conventional Radio (National/Regional Radio)	**Community Radio**
Programme topic/content is based on producers/experts assumptions.	Program topic/content based on audience needs supported by field research.
Broadcasters work independently for programme production.	Team mode of production involving development agencies, experts etc. with the agreement of the target audience.
One way - top down	Two way - upward
Broadcasting to general audience.	Narrow casting to specific audiences
Programme content is broad with wide scope.	Programme content is detailed with specific objectives.
Instruction and information oriented with emphasis on expert advise.	Participatory and action oriented with emphasis on experience.
Programme topic sequencing is ad-hoc and event oriented.	Programme topics are process oriented with continuity.
Content. publicity oriented	Content. service oriented
Effect: Knowledge	Effect: Attitude change Skill development Behavioral change.
Single medium; Solely by radio	Multi media; uses mix media approach with complementary activities.
Evaluation irregular. Seldom restructuring.	Continuous feedback evaluation and re-structuring.

This comparison shows why the Community Radio approach with well defined small target areas are ideal for the intended new purpose of farm broadcasting. The community radio approach make it possible to pose the issues while striving towards a common vision and understanding of self development by the communities. The radio station becomes the facilitator in animating the community activities

However, the present system of regional radio stations with its vast coverage areas and heterogeneity of the audiences are not capable on its own in adapting the community radio programme approach. Only, when it was supported by the independent services of a Community Radio (Mahaweli Community Radio Project), some regional radio stations were able to make an impact in catering to specific target audiences with a notable achievement.[1]

Any extension work is ineffective without the support of a range of development initiatives from other agencies involved. The related issues in various fields such as irrigation and water management, credit facilities, marketing and even the health information plays a great role in helping the farmer to adapt innovations. It is often said that farmer is not a farming animal. He has a family, he has many other secondary interests that makes him to realise the value of his activities. Hence the communicator should have a holistic approach in fulfilling the multifarious needs of his target audience. For this, effective interaction with the target audience is essential and this demands the continuos presence of the communicator as a catalyst, and in tern it also demands the accessibility for the audience to have a congenial interaction. Here again, a local community radio with a manageable target area is best suited for the purpose.

Cost effectiveness

Compared to other media radio broadcasting is the cheapest in reaching the target groups. Hilary Perraton (1982) of the International Extension College had arrived at the following quantification based on his field research in Malawi:

Cost per Contact Hour:

Radio	US$	0.004
Mobile unit with films	US$	0.168
Mobile unit with puppets	US$	0.083
Extension agent	US$	10 - 30

[1] Field based evaluation study of One-hour rural belt of MCR broadcast over Rajarata Sevaya

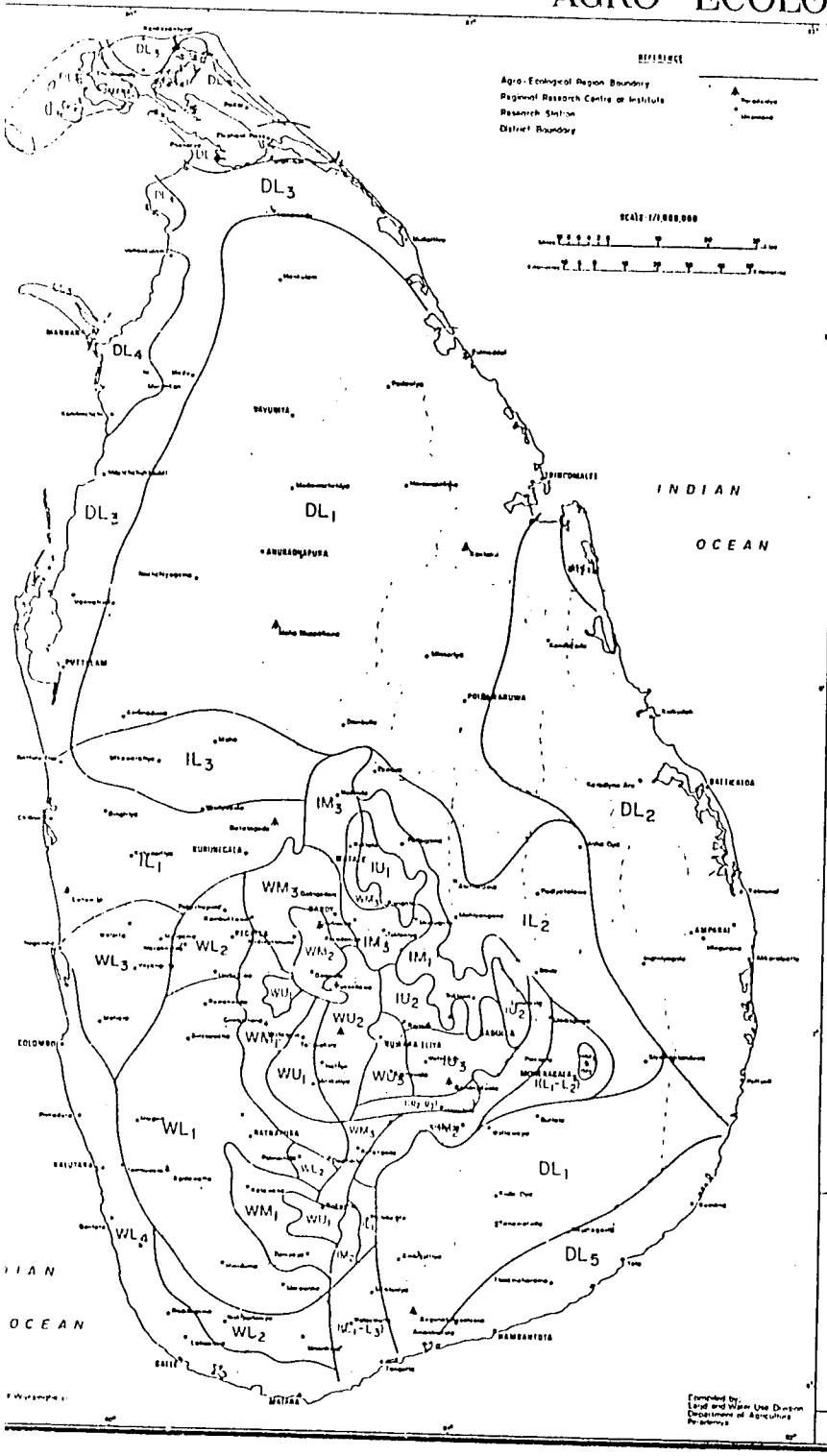
Of course, this figure was based on the type of rural radio programmes broadcast over a national radio station of the conventional nature. So far no research has been done to quantify cost-benefit of local community radio stations. However, if we calculate the current annual budget of Rs 5,00,000.00 of Girandurukotte Community radio with its 30,000 families of target audience, a very conservative estimate of costs will come to .015 cents per contact hour per family.

In fact , at the moment Girandurukotte Community radio is running at a profit with annual earnings from commercial advertisements to the tune of Rs. 8,00,00.00 and this alone proves the potentials of sustainability for similar ventures in the other parts of Sri Lanka.

With low powered FM transmitters, establishment of community radios has become cheaper than establishing of a new offset printing press, and in comparison the impact the community radio can create in becoming a substitute to the Agricultural Extension Service through effective audience participation is significantly promising.

Wijayananda Jayaweera
The Seminar on Farm broadcasting
08th July 1993

AGRO - ECOLOGICAL REGIONS



ZONE	AGRO - ECOLOGICAL REGION & SYMBOL		MONTHLY HISTOGRAM of 75% RAINFALL PROBABILITY for RESPECTIVE REGION
WET ZONE	UP COUNTRY	WU_1	
		WU_2	
		WU_3	
	MID COUNTRY	WM_1	
		WM_2	
		WM_3	
	LOW COUNTRY	WL_1	
		WL_2	
		$WL_{3\&4}$	
INTERMEDIATE ZONE	UP COUNTRY	IU_1	
		IU_2	
		IU_3	
	MID COUNTRY	IM_1	
		IM_2	
		IM_3	
	LOW COUNTRY	IL_1	
		IL_2	
		IL_3	
DRY ZONE	LOW COUNTRY	DL_1	
		DL_2	
		$DL_{3\&4}$	
		DL_5	

The School-on-the-Air of Girandurukotte Community Radio: A Case Study

M.J.R. David

M.J.R. David was Producer and Co-ordinator of the School-on-the-Air at the Girandurukotte Community Radio Station. Presently he is Lecturer in Journelism at the Colombo University.

The School-on-the-Air of Girandurukotte Community Radio: A Case Study

The School-on-the-Air is a multimedia programme carried out at Girandurukotte Community Radio (GCR). This case study discusses the experimental phase carried out during the period August 1988 to march 1989. The case study used a multimethod research design.

The School-on-the Air used radio as the prime media and print, video and interpersonal communications as supportive media. It had five programme components: Agriculture, English Health, Applied Science and Quiz. The radio programmes were of half hour duration and other supportive media was used as required.

The programme, was an action-oriented experiment and its primary objective was to provide instructional education. Developing a co-ordinated approach,multimedia strategies, and research techniques appropriate for community broadcasting were its specific objectives.

The School-on-the-Air is the most extensive multimedia project in to rural broadcasting in Sri Lanka. The proposal for this multimedia programme emerged as a result of analyzing the inadequacies of previous and existing radio communication programmes.

Approximately 500 listeners enrolled in the various courses and the weekly mail received by the School-on-the-Air programmes ranged between 120-250 per week.

Due to the unsettled political situation in the field, the programme could bot be formally evaluated. However, it is evident from the qualitative and formative research findings that as a result of the School-on-the-air a co-ordinated approach has emerged, lessons on how to use multimedia strategies have been learnt, and appropriate research techniques for Community Broadcasting have emerged.

Based on the experience of the School-on-the-air it is proposed to have a Central School-on-the-Air to cover all Mahaweli systems.

The School-On-The-Air

The School-on-the-Air was set up as a multimedia development communication project. It was commissioned on 1 August 1988 and completed its experimental phase in March 1989.

The School-on-the-Air was named Guwan Siphala. In order to accommodate the School-on-the-Air programmes the air time of GCR was increased from one hour to two hours per day.

Objectives of School-On-The- Air

The School-on-the-Air was set up with the following objectives:

1. To provide instructional education in a non-formal setting to the Mahaweli settlers.
2. To develop a co-ordinated approach to development and communication between Girandurukotte community Radio (GCR) and Mahaweli Authority (MEA)
3. To experiment on multimedia strategies for community broadcasting.
4. To experiment on radio formats for instructional broadcasting on community radio.
5. To develop research techniques for community broadcasting.

The audience

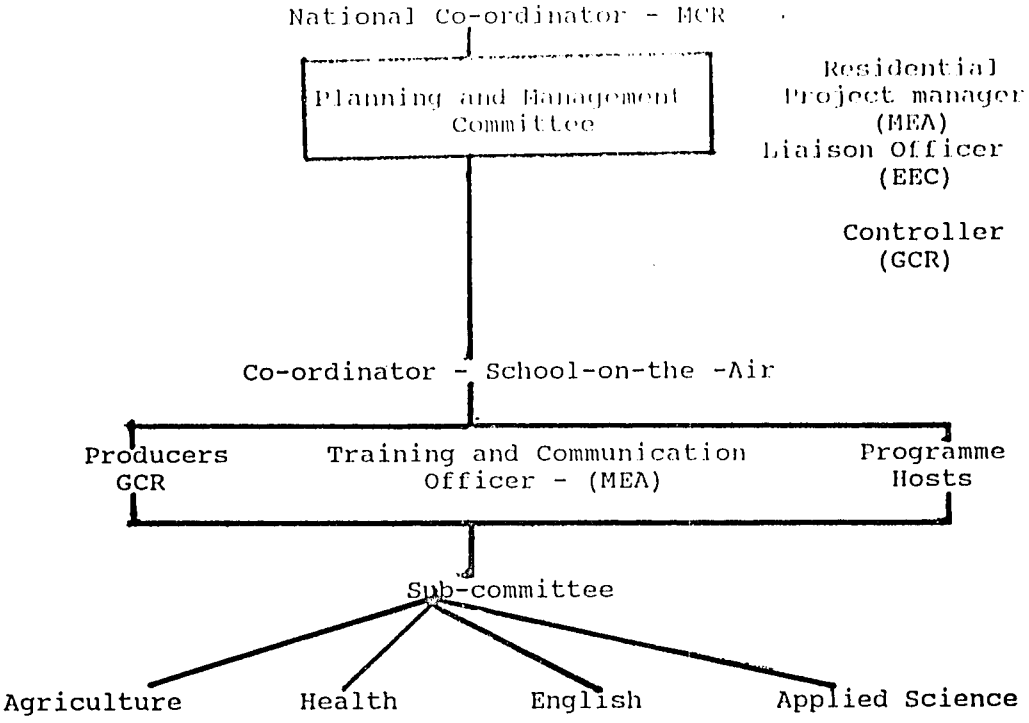
It was decided that the audience of the School-on-the-Air should be of manageable size. A part of the audience zone was selected as the primary target area and the rest of the audience zone was treated as the secondary audience (Please see map of system 'C').

The primary target area was zone 2 of Mahaweli system C which comprised about 4,500 families. The listeners outside of the primary target area received the radio programmes but the field activities were restricted to the primary target area. In the distribution of supportive material priority was given to the listeners of the primary target area.

The audience was largely made of the Mahaweli farmers. Within the general audience group, three sub-categories were identified: farmers, housewives and students.

Planning and management

The planning process commenced three months prior to the actual School-on-the-Air broadcasts. The staff of the GCR and MEA were to share the responsibilities. The organizational structure was as follows



MCR - Mahaweli Community Radio
MEA - Mahaweli Economic Agency
EEC - European Economic Community

The School-on-the-Air staff worked as a team. At the level of implementation the programme was steered by the School-on-the-Air Co-ordinatior with the guidance of the Planning and Management Committee. Each GCR producer was assigned a School-on-the-Air course and sub-committees for each of these courses were formed. The sub-committees comprised the relevant officials at the project and field levels. The Mahaweli officers were co-ordinated through the Training and Communications Officer.

It was emphasized that there should not be too many formal meetings of the various committees. The project was to be carried out in an informal environment as much as possible. The participants were urged to think of the project as an effort that would facilitate their own work. However, each participant's role was defined in the planning sessions. A planning workshop was held at the Development Centre at Girandurukotte and the School-on-the-Air modules were formulated with the participation of all officers concerned (for a summary on the workshop and outline of the School-on-the-Air; please see appendix).

Financial Support

The main source of funding was the Trust Fund of the European Economic Community and the Mahaweli Authority of Sri Lanka. Approximately US$ 1,875.00 was allocated for the experimental phase of the project.

The components of the School-on-the-Air

The School-on-the-Air had five components. They were five half-hour programmes which were broadcast on five days of the week. They were as follows:

Day	Topic	Title
Monday	Agriculture	Keth Bima
Tuesday	English	English for You
Wednesday	Health	Suwa Sevana
Thursday	Applied SciencE	Vidusarani
Friday	Quiz	Prathichara Yichara

Agriculture

The agriculture activities of the area had to be identified first. What are the Agricultural Officers of the Mahaweli area going to do this season? How are they going to do it? In order to find out the answers an Agricultural sub-committee was formed. This team was convened by the Co-ordinator and headed by the Producer. The following were the members;

* Assistant Director of Agriculture
* Project Agricultural Officer
* Block Agricultural Officer
* Marketing officer
* Manager, Co-operative Wholesale Establishment
* Agricultural Research Officer]
* Irrigation Engineer

The members of the Agricultural Committee also served as lecturers of the School-on-the-Air. The team met and decided what media in addition to radio should be used and how they should be combined. The agricultural programme used the print media very extensively. Once the producer knew what agricultural activities were going to take place in the coming season, he collected Technical data from the subject specialist and prepared an Agricultural Calendar to be circulated among the registered farmers. There were 115 registered farmers from the 17 units. The farmers had to listen to the radio programmes and take down notes on the blank space of the calendar. In addition to this, a question was asked after the radio talk, and the farmers were asked to send the reply to the community radio station. The lucky winner who sent the correct answer first was to be given prize. This programme received about 200-250 letters per week.

There was a very high demand for Agricultural Calendars but the demand could not be met completely due to the scarcity of resources. In addition to the calendar two other handouts were circulated among the farmers. one was on the importance of cultivating on time and the other on the Brown Hopper pest which attacked crops suddenly.

The winners of the contest sponsored by the programme were awarded prizes at an Agricultural Evening which was held in the field. At this Evening the producer met his listeners along with the agricultural officers. There was a lively dialogue between the agricultural officer and the farmers. It also provided a forum for the agricultural officers to spell out their future programmes. At the end of the evening a popular sinhala film was screened.

A similar evening was organized to give away the awards to the winners of the second round. This was accompanied by a cultural show organized by the villagers themselves.

There were a few other indicators which help to gain an idea of the impact of this programme.

The listeners made it a habit to tune in for the programme as it provided very timely and relevant information. for example, the programme on 29 August 1988 discussed the marketing of big onions. At this time most of the farmers were getting ready to market their crop. Hence, they were naturally interested in available marketing information. A few field visits at the time of the broadcast also confirmed that the majority of farmers tuned in. On one such visit a farmer remarked 'Just as I wait to tune in for the Muwan Palassa programme (a popular soap opera) every week, i wait for keth Bima agricultural programme)'. A programme of educational value becoming as popular as a soap opera is a fair indication that the programme has a high degree of listenership.

The programme became a forum for the farmers and the agricultural officers to have a dialogue. The farmers wrote in whenever they needed further information. On the other hand, when the farmers met the extension workers in the field the discussion would invariably centre round the earlier day's broadcasts. As they took down notes, they were able to recollect the subject matter. It was easy for the extension worker to reinforce the message. There were some farmers who made notes on the discussion which they had with the extension workers on the Agricultural Calendar.

The School-on-the-Air programme improved the co-ordination between the various officers concerned. For instance, when it was decided that there should be a programme on big onions, it was seen to that the farmers got the seed on time, because if the officer was to use radio to say that the farmers should take to cultivating big onions, they also ensured that farmers had the seed on time. The officer who delivered the lecture on radio insisted that he would talk only if the seeds were ready. Once the crop was cultivated, there were pest problems and the research officers responded immediately.

The next problem was marketing. If the farmers could not get a good price for their produce, every one would be in trouble. Therefore, all the members of the team were anxious to see that the farmers got a favourable price. As a result, they repeatedly reminded the marketing officer and the manager of the co-operative wholesale establishment to see to the marketing. As a result, purchasing centres were established and the produce purchased directly in the field. Consequently, the private traders faced stiff competition and the farmers received a good price for their produce.

In addition to the farmers, there was good response from students. There was a fair number of students who took agriculture as a subject in schools. These students frequently sent in their question.

At latter stages there were farmers who called in and said ' I have a fair knowledge and experience in growing this crop, so for the next season please let me talk instead of the specialist as I am sure my fellow farmers would listen to me'. This was a very encouraging response.

It was very important to create a feeling among the other officials that radio was only helping them and not trying to take over their jobs. Had the agricultural officer felt that the producer was trying to give advice on the Brown Hopper pest attack on his won, he would not have co-operated. When the pest attack broke out all concerned met and discussed what should be done.

On the other hand, the producer could not be seen as a mere amplifier of the opinion of the officials because farmers did not always agree with the officials; neither were the officers always correct. It was important that the producer be seen as a mediator rather than as a mere amplifier. The producer also had the responsibility of conveying the farmers' attitudes, opinions, and problems to the officials. There were several instances where the farmers complained that adequate seed and fertilizer were not available. The project Agricultural Officer took prompt action to remedy the situation.

The Multimedia Approach

The School-on-the-Air is so far the most extensive multimedia experiment of Sri lankan community Radio. A combination of several communication media was used. Radio was at the centre and around it were the supporting media of video, leaflets, posters, notice board in the town's centre, extension work, training and demonstrations.

Why should community radio use the multimedia approach?

Can community radio handle other media successfully? To achieve its objectives, community radio should not hesitate to use every possible ways and means. If the national mass media can help business concerns to sell their soap, toothpaste and perfumes, why should not community radio which is also engaged in purposive communication, try to 'sell' health, agriculture, and English for the betterment of its clients through social marketing strategies? Of course, health and agriculture can not be sold in the same way as soap and toothpaste. If agriculture and health are to be one of the most effective and efficient communication strategies. Each media has its own advantages and disadvantages. when a multimedia approach is taken rather than single media approach, there is greater possibility to reap the benefits of the advantages and minimize the influence of the disadvantages. For instance, radio reaches the listener faster than the newspaper. Radio is more personal. However, when it comes to dissemination of technical information, radio is weak. There is no way to refer back to the technical information. (unless cassette). However, if print media and radio media could be combined, this problem could be solved.

The farmer could be motivated to take up a new variety of paddy and be briefed about its background through radio and the technical specifications could be printed in a handed. If necessary, the message could be reinforced through a video film or a demonstration. In the selection of a new variety of paddy, a multimedia approach is very much more advantageous than a single media approach.

The community radio comes to be a vital organ of development in an area only if it could have a direct impact on the development process of the area. As conventional mass media merely disseminating news, information and entertainment, a community radio cannot be an organization of vital importance. it should widen its scope. One way of doing this is the multimedia approach levelled directly at the development activities of the area.

In the present context the community radio at Girandurukotte is not in a position to handle other media. The community radio should try to get other media to pull in the same direction, rather than try to take over the functions of other media.

What are the advantages of a multimedia approach over the single media approach?

It was pointed out earlier that multimedia is more effective and efficient than a single media approach because the disadvantages of one media could be minimized by using another media. A multimedia approach may more effective than several media trying to do the same thing separately. Should all media agree to unite for the same purpose, it may cut down cost and the usage of media becomes more efficient. A multimedia programme improves the efficiency of the existing media channels. For instance, as part of the health programme of the School -n-the-Air, the health volunteers were asked to play a prominent role. Their acting as a channel of communication led to significant developments. Because of the School-on-the-Air they met the health official more frequently for information and interactions on health demonstrations to be carried. The volunteers had to report back on these meetings. In the agricultural programme the field extension staff had to be alert because they were assigned with certain tasks and the settlers knew what they were assigned with through radio. Under usual circumstances, the extension staff were assigned these tasks by circulars or verbal instructions and the settlers did not know about it. A multimedia approach also improves working relationships and co-ordination between the various parties concerned.

In relation to media access, a multimedia approach provides greater opportunities for access and participation among the target audience. For instance, there were several instances where the settlers were not satisfies with the information they received from their field level extension officers. Such settlers wrote in to the School-on-the-Air programmes for further clarifications and they were referred to the subject specialist. However, it should be cautioned that when providing access to multiple channels there could also be conflicts. If the field level extension worker feels that he has been bypassed or ignored, he would be offended and not co-operate in the future. Access to media should be provided to the clients of the School-on-the-Air in a manner that does not antagonize any party or a media channel.

What are the pre-requisites of a multimedia programme?

A multimedia communication programme such as the School-on-the-Air needs careful planning. Firstly, the existing situations relevant to media and development should be taken in to account in a realistic manner. What are the existing media channels? What is their reach? How credible and effective are they? What are the priorities of current development programmes? How these programmes to be implemented? Who are to implement them?

An important pre-requisite is the support of the authorities who are implementing the development programme. If the Resident Project Manager in Girandurukotte and his staff did not support the School-on-the-Air, it would not have been possible to implement such a programme.

There should also be a source to provide the necessary logistical support, media materials, tapes, recording equipment, stationery for course notes and transport for field activities.

To a certain extent the resources at hand could be made use of However, as the extensiveness of the multimedia approach creates a demand for added logistical support, a source of finance help would be needed. Without a Trust Fund providing financial support, the School-on-the-Air would not have been possible.

A programme staff with a new outlook towards development and communication is also another pre-requisite. Mere communication skills should not do. They should be able to understand the socio-economic realities which influence the development of the area. They should be able to co-operate with fellow communicators and development workers. The School-on-the-Air at Girandurukotte had a cadre well-trained in purposive communication. Right throughout they maintained good report with the others who were involved in implementing the programme.

How should the various media be combined?

In a multimedia programme such as the School-on-the-Air, what media should be used for what purpose should be defined clearly. It is pointless to use every possible media all the time. When selecting supplementary media, the nature of the message, the desired impact, media exposure of the target audience, availability of the media channels, credibility of media channels, etc. should be looked into. After taking these factors in to consideration, a minimum number of supplementary media should be used for maximum results. If a message on immunization could be carried successfully on radio supplemented by the health extension worker, leading to most mothers bringing their children to the clinics for immunization, there is no need to use video films or posters to carry the same message.

In a multimedia programme, media are combined to supplement each other. It should be decided as to which media would supplement the main media most effectively. To arrive at this decision the strengths and weaknesses of the various media have to be taken into account. One has to be evaluated against the other. For instance, in the applied science programme, the radio programme was supplemented by training. It was apparent that fire-fighting skills could be gained best by training, and not by video or the print media.

School-on-the-Air as a Radio Format

Most GCR programmes are of 10-minute duration. This has been done to break the monotony. When the School-on-the-Air was introduced, programmes were of half-hour duration. Could a broadcaster capture his audience with a half-hour educational broadcast? It is very easy to capture the audience with light entertainment programmes, but to win the continuous attention of the audience with an educational broadcast, careful planning and use of radio techniques, and the selection of suitable radio formats are needed.

The format selected for the School-on-the-Air was the feature format. A feature includes a variety of components, but they all relate to a central theme. The School-on-the-Air radio programme format was adopted from the format used at the School-on-the-Air on Radio DZLB at the university of the Philippines at Los Banos (Librero, 1985:790. The adaptation at GCR proved that this format is effective and efficient in capturing the continuous attention of the audience. The Philippines format was adapted to suit local conditions.

To illustrate, take a look at how the agricultural programme fitted into the School-on-the-Air format. The half-hour allocated for the agricultural programme was further broken up into small sections, and each section was identified by a function in the field. This made it easier for the listener to visualize the content.

Time Allocation	Subtitle	Content	Prime Objective
Minutes 1	Gaman Maga (guide to the field)	Greeting the listeners	Introduce the programme and provides a guide to the rest of the programme, and tells the listener how it would benefit him. This provides motivation for continuous listening.
5	Feedback	Listeners' response Present situation in in the field Listeners' questions answered	This time slot provides a picture of the agricultural situation that the farmers should know. This time also provides an opportunity for the listeners to respond to the earlier week's broadcast and to raise questions relevent to the subject matter or the agricultural situation. It may be a question about treatment for a pest outbreak or a complaint on the nonavailability of fertilizer. This component makes the programme a two-way dialogue.
2-5	Song of the field -Keth Bima Geethaya	A song relevant to the subject matter, jingles spots,musical interludes	This song has been introduced to break the monotony, if any, and entertain the listener. In certain programmes songs were written and composed on the subject matter and sung by locals. In such cases the song was used to introduce a message. At times spots and a jingle were also added.
10	Lecture - Keth Bima Diyawara	Technical & non-technical subject matter	To provide with scientific agricultural knowledge, to motivate them to talk on scientific attitudes and practices.
3-5	Summary Kalavita (Threshing floor of paddy field)	Summary of subject matter	To help the listener to recollect subject matter. Primarily the information on specifications e.g. names of pesticides, spacing of planting, etc. This also helps the listener to complete his notes on the Agricultural Calendar.

2	Announcements Kala Pandama. (A traditional torch lit to notify fellow farmers of pest attacks)	Announcements & notices of agricultural activities of the area	To notify farmers of what the agricultural authorities have organized for the farmers in the coming week, e.g. water issues, training for farmers, etc.
1	End-Agaawatha (Tail end of paddy field)	Hint of next week's programme	Wish goodbye to the listener.

In the light of the experience gained on he School-on-the-Air, the following suggestions about formats of rural educational broadcasts could be made.

a. The feature is an effective and efficient format because through it a whole package of information could be provided. Through a variety of components, formats such as direct talk,drams, documentary, interview, and news, could be incorporated.

b. For educational broadcast variety is necessary, especially when dealing with a rural audience. If there is no variety, there is high possibility for the listener to switch off.

c. It is best to tell the listener during the first minute what he is going to hear within the next 29 minutes. there are two or three advantages in doing so. Firstly, the listener knows what he is going to get and mentally he gets ready y for the topic, If he is not interested, he might switch off, but he would not get the feeling he has been tricked, so he would switch off, but he would not get the feeling he has been tricked, so he would switch on the next day too. when the programme outline is spelt out, it is easy for the listener to remember what is being said. He has a guide to recollect. If he remembers the subtitle, it becomes easy to recall the subject matter.

d. When technical information is disseminated it is best to relate it to socio-economic conditions; e.g. if the message that 'drinking water should be boiled' should be delivered, the presenter of the message should consider the problems faced by farmers who go to the field. They have no boiled water in the field. hence, the presenter could suggest that the farmer or his wife boil water the hight before. A counter argument could be the lack of time to do it at night. In response, it could be pointed out that there is no alternative but to find the time because if the farmer falls sick due to drinking unboiled water, the entire household could be in future trouble. To motivate and activate a rural listener through an educational broadcast several minute details of the socio-economic context have to be taken into consideration.

e Ways and means to get the listeners to participate actively should always be thought of. Undoubtedly the listener could participate by listening, and this would benefit him, but this is not enough. it is a good idea to have a competition, a time slot for listeners to send in their feedback and questions, etc.

Research Techniques for community Broadcasting

Any action project should be accompanied by research and evaluation, otherwise the implementors of the project would not know whether they are heading towards their objectives or not. Two types of research are usually applied to a project.

a. Summative research, consisting of follow-up testing to assess the impact of a completed message or campaign. Summative research is carried out at the end to assess the impact as a whole.
b. Formative research, carried out while the project is on going and in the pre production stage, so that mid-course corrections can be made as needed

In the experimental phase of the School-on-the-Air there was a need for practical, reliable, affordable and applicable formative research techniques to make kid-course corrections as and when needed.

In order to assist the project in formative research the producers were requested to make creative observations and recommendations which would help them to evaluate their own programmes and make the necessary adjustments when needed.

Such research techniques are important for the community radio broadcaster because he cannot always wait for the findings from the professional researcher. On the other hand, professional research is not always possible due to the lack of resources. If the broadcaster himself takes to research the findings will be readily available, the required resources will be nominal and the findings will be more acceptable to him because they are his own.

The possibility of using the findings is also higher. Although there may be limitations in generalizing the research findings based on creative observations and recommendations to other situations, they could still contribute to a pool of knowledge which other producers could draw from for their programming.

If the broadcasters themselves are to take to research, manageable research tools should be found. Several formative research techniques which were appropriate for community broadcasters emerged during the School-on-the-Air experiment. Among them are the following:

1. letters. Letters provided a very good source of feedback data. Every producer was asked to add a feedback component to the programmes in order that the listeners could write in. The number of letters received was seen as an indicator of the number listening, in ,most instances. On the basis of logical thinking, it could be said that there was a significant correlation between the quality of broadcast and the number of letters received. As the programmes got established the number of letters increased. in any given week, if there was a considerable drop in the number

of letters received, the producer knew that something was wrong somewhere, and action was taken to remedy the situation.

The letters also provided a clue as to who were listening. For instance, most of the letters received or the health programme were from the women in the area. This indicator made it possible for the producer to concentrate more on the health concerns of women.

2. Visits to listeners. Visiting the listeners at the time of broadcast enabled the producers to find out how many are actually listening in a given locate. It also provided an opportunity to find out the attention given to the programme. Listening with the listener in the actual listening environment also provides valuable insights for programme production.

3. Quiz. In all School-on-the-Air programmes a question was raised at the end of the programme to find out whether the listener understood the content or not. The question was carefully selected and it was focused on the most crucipal point thjat would matte most in behavioural change. If most listeners failed to answer the question correctly, it indicated that they were not able toget the message correctly. In one of the health programmes the listeners were asked 'What are the characteristics of a good (hygienic) well?' The majority of the answers received were not satisfactory. The programme was checked and it was found that the characteristics of a good well had not nbeenm explained adequately.

4. Key informants. Carefully selected key informants could provide useful insights for programme production. The School-on-the-Air used several key informants. Among them the resident project manager who played an important role. he made it a point to dind out whether the settlers were listening and whether there were attitude and behavioural changes among them. For this purpose he used the meetings with the settlers and officers and he passed on the information to the co-ordinator of the School-on-the-Air.

In addition to this, the producers maintained a continuous dialogue with the members of their sub-committee. The officers told the producers how the settlers reacted to tyhe programmes. Whenever the producers made field visits they did not fail to ask the listeners to comment on the School-on-the-Air programmes.

6. Street Drama. Street drama could be put to use as a formative research technique. A series of street dramas were to be performed as part of the School-on-the-Air. However, due to the disturbed situation in the study area, they could not be carried out. Nonetheless, street drama could be proposed as a useful supportive kedia and also as a formativ eresearch technique. Once the drama is over there could ba a group discussion on the related topic, as wellas on the programme as a whole. the producer could conduct the discussion in a manner that would elicit the necessary evaluative data.

Constraints and Drawbacks

The School-on-the-Air programme faced several drawbacks. As the planning stage it was decided that the School-on-the-Air would be combined with several field activities. Due to the lack of transport only certain field activities could be carried out. There was no vehicle allocated for the School-on-the Air . however, the resident project manager made possible the use of a vehicle whenever he could. had a regular vehicle been allocated for the School-on-the-Air, more field work could have been carried out.

There were also problems of co-ordination. For instance, the lack of co-operationfrom the English teachers could be cited. Co-ordination should start from the policy-making level. All parties concerned should be willing to take an active part in the programme.

It was decided that the Community Radio volunteers would form field level listener groups. The volunteers were trained for this but due to several constraints such as non-availability of transport, lack of resources for field recordings, and unsettled conditions in the field, this was not possible. It was also planned to have a School -on-th-Air notice board in every unit. This notice board was to be maintained bythe volunteers and it was to carry a dummary of the week's radio programmes and field activities. However, it was not possible to have notice boards at that level due to the same constraints in utilizing the services of th volunteers. Only one notice board was maintained at the town centre.

A few vido films were to be produced locally and screened at unit service centres, but this was not possible due to the lack of video filming equipment. Already produced video films were used instead. At times the requiredfilm could not be found; in such instances, the video had to be left out of the programme.

In general, all drawbacks and constraints could be solved in the next phase, provided the necessary steps are taken.

Evaluation

The impact of the School-on-the-Air was to be evaluated through a survey at the end of the experimental phase. however, due to the unsettled peace and order situation in the field this was not possible. As a result of this constraint, we have only the findings of the formative research which has heen discussed above. Although there is very little uantitative evidence on the impact of the School-on-the-Air, it is evident from the anove discussions that there is qualitative evidence of impact.

As a result of this project, increased co-ordination between GCR and MEA emerged, lessons for using a m,ultimedia approach learned, appropriate research techniques for community broadcasting evolved and sufficient knowledge and experience gained to arrive at conclusions and recommendations on how the School-on-the-Air technique could be used as a strategy for ruaral education broadcasting in the context of the Mahaweli settlements.

Conclusions and Recommendations

The community radio project in Sri lanka has been in existence for eight years now. It is time to look forward to serving the entire rural population of Sri Lanka. the first step towards this goal should be to provide coverage to the entire Mahaweli system withlocal community radios such as the one in Girandurukotte. Another two or three local community radio stations would be sufficient to cover the entire system. In addition to this there may also be requests to have local community radio station sin the respective provinces, now that the provincial council system of administration has been introduced.

All these community radio station would need instructional broadcast material. if the present method of preparing instructional broadcast meterial at each station is to be followed, it would be very costly.

one way to cut down cost and still maintain comkunity radio as a channel bringing useful educational material with a personal touch is to have a central School-on-the-Air for the entire community radio netwoek. This centre would produce a large part of the instructional material for School-on-the-Air programmes leaving the respective local stations to handle the rest.

The core dof the central School-on-the-Air could be a small team stationed at one community rado statio (preferably the MCR head quaters at Maha Illuppallama). The primary task of this team would ne the following:

1 prepare broadcast material for School-on-the-Air courses.
2. prepare supportive material for other broadcast programmes.
3. Distribute materials to other community radi stations.
4. Co-ordinate activities of the School-on-the-Air programmes at the other stations.

The coudses could be planned by a committee composed of subject matter specialists, producers from other stations, the production team of the central School-on-the-Air and selected listeners.

The central production team could have between five to ten members. The team could produce the lecture part of the School-on-the-Air programme. The lecture portion could consist of subject matter relevant to all audience zones. once the lecture part is transferred on to tape or cassette, or transmitted by VHF to the respective stations, the producers there could use it as the nase of their programmes. They could add the other components such as feedback, review of previous lecture, music, announcements, etc. The producers at the respective stations have to organize a sub-committee for field activities. They would have to produce part of the supportive material and devise the methods of evaluation.

Over a period of time several primers on educational broadcasting could be prepared. For instance, there could be a primer on paddy Cultivation, first Aid, Nutrition, etc. These primers could be revised and used for several years. Once the primers are prepared, there would be no need to spend energy and resources every season to record the same programme. However, the primers would have to be revised and updated periodically.

In certain cases all the School-on-the-Air could be linked and the same programmes could be broadcast over the whole community radio network. however, in such cases there should be an opportunity for all stations and receivers to interact with each other.

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AUDIENCE PROFILES

Results of Three Studies Presented at the Diversified Agriculture Research Project Workshop on 8 July 1993

BASELINE SURVEY ON RADIO AS A SOURCE OF AGRICULTURE INFORMATION

S.Gnanachandran[1], G.Balasooriya[2], Darryl H.Kuhnle[3]
and Preston S. Pattie[4]

ABSTRACT

Radio is the fastest, most powerful and cheapest medium for the rural farmers in many countries. Although it is a one-way communication it is one of the best channels for creating awareness and interest among farmers. The success of farm broadcasting depends on good program producers, good programs, timing of the program as well as evaluation of the program. A baseline survey was undertaken to establish the bench mark with respect to farmers use of radio as a source of agricultural information.

One hundred and seventy randomly chosen farmers islandwide excepting north and eastern province were interviewed by the use of a structured questionnaire.

Farmers listen to commercial and regional radio channels than the national radio channels and the prime time of listening is between 6 - 8 and 18 - 20 hours. Majority of the farmers listened to the news. Many of these farmers also listen to agriculture programs, dramas and entertainments. Out of DOA programs, radio quiz is popular followed by Saraboomi consisting of field recording of interviews of research officers, extension officers and farmers. Farmers felt that agricultural radio programmes were useful, interesting, understandable and accurate. Radio played a lesser role in the dissemination of OFC information but it played a greater role as a source of information on new pesticides.

Expanding of regional stations as well as setting up of more regional broadcasting stations, broadcasting agricultural programs at farmers' prime listening time, using a variety of agricultural programs and giving sufficient publicity of the radio programs are ways to improve the effective use of radio as a source of agriculture information to farmers.

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LISTENING BEHAVIOUR OF FARMERS TO AGRICULTURAL RADIO PROGRAMMES IN A MAJOR IRRIGATION SCHEME

K.E.Karunathilake
Asst. Director of Agriculture

Randomly chosen 240 farmers in four selected blocks of System "H" of Mahaweli development project were interviewed in order to examine their listening habits to the agricultural radio programmes during 1988/89.

Almost all the farmers were aware that agricultural programmes were broadcast over the radio. In many families (68.5%) farmers themselves listened to the agricultural radio programmes most. The agricultural radio programmes of the "Rajarata" service were listened most by farmers in system "H". Farmers could not recall the programme by their names except the very popular programme like "Gammedda". Majority of farmers recalled the programmes by their broadcasting time. Farmers were generally satisfied with the air time allocated to agricultural radio programmes (15 - 30 minutes) and the time of broadcast (6.00 p.m. to 8.00 p.m.). However, about one third of farmers' wives who responded wanted the agricultural radio programmes be broadcast after 8.00 p.m.

In some instances farmers were not regular listeners due to lack of time and interest. Farmers in system "H" preferred two to four agricultural radio programmes per week. However, about ten percent of the farmers prefered to have a programme every day. "Drama" was ranked as the most satisfactory mode of transmission by majority of farmers while "interview" was ranked as the second satisfactory mode.

Summary

THE AUDIENCE AND PREFERENCE PROFILES OF AGRICULTURAL PROGRAMMES PRODUCED BY THE FARM BROADCASTING AND TELEVISION SERVICE OF THE DEPARTMENT OF AGRICULTURE.

Nelson de Silva*

INTRODUCTION - Use of Radio and Television in the development of agriculture, more presicely in the field of the transfer of agricultural information is evident in most of the cuntries, though the scale of use varies. In Shri-Lanka the use of these two media is in increasing trend with there are twenty weekly programmes in radio and two monthly programmes in television today. The use of radio and television for the transfer of agricultural information is further emphasized and it is under consideration to introduce more and more relevent programmes into radio and television in time to come. If these programmes are to serve purpose, proper planning, production and broadcasting should be given a very serious thought. What is our audience, what they do want, and how it is needed, are basic understandings one should have known in exercise of agricultural media programmes.

OBJECTIVES OF THE STUDY

1. Recognition of present audience of radio and television programmes.
2. Understanding of the preferences of the audience.

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1, THE AUDIENCE OF PROGRAMMES

a.By activity involve

Radio- There are about 59.0% and 24.6% which involve in farming and education respectively. About 8.2% of the audience is involved in marketing and other non-specipic activities each.

Television- The percentages of the audience involve in faming and education are 21.0 and 53.5 respectively. In addition, there are about 9.3% and 16.3% involve in marketing and other non-specific activities respectively.

b.By age

Radio- There are about 29.5%, 9.8%, 44.3% and 18.0% of the audience who belong to the age groups of less than 20 years, between 20 and 30 years, between 30 and 45 years and over 45 years respectively.

Television- There are about 53.5%, 4.6%, 9.3%, and 22.5% of the audience who belong to the age groups of less than 20 years between 20 and 30 years, between 30 and 45 years and over 45 years respectively.

2. UES OF PRESENT INFORMATION

Radio- About 59.0% of the audience use information to solve problems in farming. There are about 31.1% and 9.8% to whom information are useful as knowledge and new information, respectively.

Television- About 11.6% of the audience use information to solve problems in farming. There are about 65.1% and 23.3% to whom information are useful as knowledge and new information.

3. USEFULNESS OF INFORMATION

Radio- Information have been very useful for about 62.3% but for the rest, information have been only little use.

Television- Information have been very useful for only about 23.3%. But for about 67.4% and 9.3%, information have been little use and no use atall respectively.

4. DESIRED TIME

Radio- For about 78.9% the most suitable time is from 7.00 pm to 8.00 pm. For about 19.7% and 11.4% the most suitable time are from 6.00pm to 7.00 pm and 5.00 pm to 6.00 pm respectively.

Television- For about 46.5%, the most suitable time is from 6.00 pm to 7.00 pm, where as for about 25.6% and 27.9% of the audience, the most suitable times are from 5.00 pm to 6.00pm and 7.00 pm to 8.00 pm respectively.

5. DESIRED USAGE OF AGRICULTURAL INFORMATION

In general, 62.5% of the audience want agricultural information in order to solve their farming problems. There are about 28.8% and 8.7% who want new information in agriculture and information on the principles of agriculture, respectively.

6. THE MOST FAVOURITE

1. Govigedara
2. Farmer's quiz
3. Farmer's problems

ANNEXES

1. Workshop I on Farm Broadcast Development
2. Workshop II on Farm Broadcast Development
3. Agenda of 8 July 1993 - Seminar on Community Radio for Agriculture Development

WORKSHOP I

8 February - 12 February, 1993

FARM BROADCAST DEVELOPMENT

Objectives: At the end of the workshop the participants should be able to;

A. Analyze the major concepts of community based broadcasting.

B. Apply the principles of participatory broadcasting in producing programmes for farmers.

C. Identify strategies in utilizing F.B.S. for Development Support Communication.

PROGRAMME

Monday, February 8th

09.00 -	Participants' Introduction Expectations/Wishes Programme Discussion	Darryl Kuhnle Tilak Jayaratne Percy Weerakkody
09.30 -	Development Communication Historical Overview	Wijeyananda Jayaweera Tilak Jayaratne
10.30 -	Tea	
10.45 -	Development Communication Historical Overview	Wijeyananda Jayaweera Tilak Jayaratne
12.30 -	Lunch	
14.00 -	Communication Planning Macro - Approach SIMULATION (Group Work)	Wijeyananda Jayaweera Tilak Jayaratne
15.15 -	Tea	
15.30 -	Communication Planning Macro - Approach	Wijeyananda Jayaweera Tilak Jayaratne

Tuesday, February 9th

08.30 -	Community Radio Concepts and Models	Wijeyananda Jayaweera Tilak Jayaratne
10.30 -	Tea	
10.45 -	Barefoot Radio Case Study	Wijeyananda Jayaweera Tilak Jayaratne - Video Replay Machine
12.30 -	Lunch	
14.00 -	Creating Participatory Conditions	Wijeyananda Jayaweera Tilak Jayaratne
15.15 -	Tea	
15.30 -	One-hour Rural Belt Case Study	Wijeyananda Jayaweera Tilak Jayaratne
	Preparation of Madahapola Excursion	Percey Weerakkody Darryl Kuhnle Tilak Jayaratne

Wednesday, February 10th

Excursion to Madahapola Interview and Reportage Work (Village Portrait)	Tilak Jayaratne Darryl Kuhnle Percy Weerakkody

Thursday, February 11th

Production Day on Madahapola-Material Village Portrait	Darryl Kuhnle Tilak Jayaratne

Thursday, February 11th (continued)

08.30 -	Conceptualization	
10.30 -	Tea	
10.45 -	Developing Effective Rural Radio Formats	
12.00 -	Lunch	
14.00 -	Practices on Development Communication Programming	
15.15 -	Tea	
15.30 -	Assignment for 2nd Workshop	

Friday, February 12th

08.30 -	Post Mortem & Course Evaluation	Tilak Jayaratne

WORKSHOP II

15 March - 19 March, 1993

FARM BROADCAST DEVELOPMENT

Objectives: At the end of the workshop the participants should be able to;

A. Analyze the major concepts of community based Farm Broadcasting; (A pattern of community based radio in many parts of the world is that the station attempts to serve its community by being not simply the mouthpiece of the decision makers but part of the process whereby decisions are made).

B. Identify the practical approach to community broadcasting and the public response to it.

C. Identify strategies in utilizing F.B.S. as a communication catalyst.

D. Encourage members of the community to take part in the making of programmes.

PROGRAMME

Monday, March 15th

Time	Session	Speaker	Location	Facilities
09.00 -	Course Outline	T Jayaratne W Jayaweera P Weerakkody	Training Centre	
09.30 -	Visit to a Village (Detailed programme to follow)			Transport Lunch
10.30 -	Playback and Evaluation of Programme - 1	Group to discuss with farmers	A village	Tape Replay
12.30 -	Lunch			
13.30 -	Visit to another village			
14.30 -	Playback and Evaluation of Programme - 2	Group to discuss with farmers	A village	Tape Replay

Tuesday, March 16th

Time	Session	Speaker	Location	Facilities
08.30 -	Re-adjust the Programme Objectives and the Programme Lay-out	W Jayaweera T Jayaratne	Training Centre	Tape Replay
10.30 -	Tea			
10.45 -	Re-adjust the Programme Objectives and the Programme Lay-out	W Jayaweera T Jayaratne	Training Centre	Tape Replay
12.30 -	Lunch			
14.00 -	Draw the Second Lay-out	Group Work	Training Centre	
15.15 -	Tea			
15.30 -	Presentation and discussion	W Jayaweera T Jayaratne	Training Centre	

Wednesday, March 17th

Time	Session	Speaker	Location	Facilities
8.30 -	Evaluation and Planning FBS Programme, Colombo	H Gamage P Weerakkody T Jayaratne W Jayaweera	Training Centre	Tape Replay
10.30 -	Tea			
10.45 -	Evaluation and Planning FBS Programme, Anuradhapura	H Gamage P Weerakkody T Jayaratne W Jayaweera	Training Centre	Tape Replay
12.30 -	Lunch			
14.00 -	Evaluation and Planning FBS Programme, Matara	H Gamage P Weerakkody T Jayaratne W Jayaweera	Training Centre	Tape Replay
15.00 -	Tea			
15.15 -	Evaluation and Planning FBS Programme, Girandurukotte, Kandy, Kotmale	H Gamage P Weerakkody T Jayaratne W Jayaweera	Training Centre	Tape Replay

Thursday, March 18th

Time	Session	Speaker	Location	Facilities
8.30 -	How to write a radio talk	T Jayaratne	Training Centre	Tape Replay
10.30 -	Tea			
10.45 -	Writing 6 - 5 minute radio talk in a logical sequence to instruct farmers on a selected subject	Individual work	Training Centre	
12.30 -	Lunch			
14.00 -	Analysis of a complex feature	T Jayaratne	Training Centre	
15.15 -	Tea			
15.30 -	Feature using both scenes and interviews	T Jayaratne	Training Centre	

Friday, March 19th

Time	Session	Speaker	Location	Facilities
8.30 -	What does the Producer actually do?	T Jayaratne	Training Centre	
10.30 -	Tea			
10.45 -	Course Evaluation Transfer Planning	T Jayaratne P Weerakkody	Training Centre	

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SEMINAR ON COMMUNITY RADIO FOR AGRICULTURE DEVELOPMENT
THURSDAY 8TH JULY,1993

9.30 a.m.	-	Registration
10.00 a.m.	-	Arrival of Chief Guest Minister of Agricultural Development and Research
10.05 a.m.	-	Lighting of oil lamp
10.10 a.m.	-	Welcome address and overview by Mr. Percy Weerakkody, ADA (Television & Farm Broadcasting Service)
10.15 a.m.	-	Address by Dr.S.P.R.Weerasinghe, Director of Agriculture
10.20 a.m.	-	Address by Dr.Preston S.Pattie, Chief of Party, DARP
10.25 a.m.	-	Address by Hon. R.M.Dharmadasa Banda, M.P., Minister of Agricultural Development and Research
10.45 a.m.	-	Tea

Session 1 — Community Radio for Agriculture Development

Chairman - Dr. C.Sivayoganathan, Head, Dept. of Agric. Economics & Extension, Faculty of Agriculture, Peradeniya Campus.

11.00 a.m.	-	Farm Broadcasting Mr.Wijayananda Jayaweera
11.30 a.m.	-	Farm Broadcasting towards a community centred approach Mr.Tilak Jayaratne, Mr.Wijayananda Jayaweera, Mr.M.P.R.David
12.00 noon	-	Discussion

Session 11 — Effectiveness of Radio for Mass Communication

Chairman - Mr. S. Wirasinghe, Deputy Director, Technology Transfer

12.30 p.m.	-	Baseline Survey on Radio as a Source of Agriculture Information Dr. S.Gnanachandran, Asst. Director of Agriculture (Communication)
12.40 p.m.	-	Audience Preference Profile of Agricultural Programmes of the Department of Agriculture Mr. N. D. de Silva, A D A (Television & Farm Broadcasting Service), Colombo Region
12.50 p.m.	-	Listening behaviour of Farmers to Radio Agriculture Programme Mr. K.E. Karunatilake, Assistant Director of Agriculture
1.00 p.m.	-	Discussion
1.15 p.m.	-	Awarding of Certificates to Trainees of Mass Media Production Programmes conducted by DOA with DARP assistance
1.25 p.m.	-	Vote of thanks - Ms. Maya Weerasinghe, Program Officer (Television and Farm Broadcasting Service)
1.30 p.m.	-	Lunch