

WORKPLAN

ADVANCED TRAINING IN COMMUNICATION FOR
SOCIAL DEVELOPMENT IN THE GAMBIA

FEBRUARY 26 TO MARCH 19, 1979

ORGANIZED BY

THE MINISTRY OF INFORMATION AND BROADCASTING, RADIO GAMBIA
THE GAMBIA FAMILY PLANNING ASSOCIATION
COMMUNITY AND FAMILY STUDY CENTER
THE UNIVERSITY OF CHICAGO

Introduction

In order for the citizens of The Gambia to take full advantage of the new technology and services that economic development is bringing, they need to be given information about health, nutrition, agriculture, family planning, and various aspects of community development. The provision of this information is called "communication for social development." The Gambia has a serious shortage of specialists trained for public education and communication in behalf of social development programs. Many persons who are now assigned to such work have not had sufficient training to be proficient. It is clear that some special effort is needed to relieve this shortage of personnel.

One solution to this problem would be to arrange to send large numbers of trainees to some overseas site to undergo intensive, short-term training at a foreign university. The cost of doing this would be prohibitively expensive, and most professionals of The Gambia could not leave the country for such an extended period of time.

An alternative solution is to bring a foreign training facility to The Gambia to work with local specialists to present intensive, short-term training within the country. The proposed workshop is the result of such an arrangement. The Community and Family Study Center of The University of Chicago, which has offered short-term training in communication for social development to citizens of Third World countries for more than sixteen years, is placing at the disposal of The Gambia its resources to conduct such a training course.

This program will begin on February 19, 1979, and will run for three weeks. It is open to all governmental and private agencies in The Gambia that sponsor social development programs. The major cost of assembling the teaching staff,

teaching materials, and the necessary communication and educational equipment is being contributed by The University of Chicago, under a grant from the U.S. Agency for International Development.

In order to have one of its employees benefit from this special program, an organization in The Gambia (government department or private organization) will have to pay for the transportation to the training site and living expenses while there of its trainee or trainees. By thus sharing the costs, the countries will be able to bring advanced communication training to all of its government departments and to every private organization engaged in humanitarian work. The capacity of the program will be 50-80 participants.

Present plans are to repeat this workshop before 1982. By training 50-86 persons for each of two years, it will be possible to upgrade dramatically the countries' capabilities to bring their citizenry the education and information they need in order to take full advantage of the technological progress being introduced into the nation.

II

General Description of the Program

The proposed training program will consist of eight courses. Each course will meet according to a fixed schedule (see Section IV) throughout the three-week period, and each participant will be allowed to take three or four courses, as he chooses. The schedule will be arranged in such a way that courses can be taken in any combination. This will permit each participant to take whatever combination of courses is best suited to the needs of his work assignment. The eight courses to be offered are as follows:

- Communication 101. Principles and Theories of Communication
- Communication 102. Social, Demographic, Ecological and Psychological Aspects of the Development Process
- Communication 103. The Content of Social Development Programs in The Gambia
- Communication 104. Person-to-Person Communication for Social Development
- Communication 105. Mass Media for Social Development
- Communication 106. Communication Research and Evaluation
- Communication 107. The Tabulation and Analysis of Social Research Data
- Communication 108. The Planning and Management of Communication Programs

There will be assigned readings, laboratory exercises, studio exercises at Radio Gambia, and individual projects. Each student will be guided to work on problems that will prepare him to improve his performance when he returns to his regular job. A certificate from The University of Chicago will be awarded to each participant who completes the program successfully.

It is expected that the participants will fall into four general categories:

- (a) Planners and administrators. A typical course for this group would consist of the following: Courses 101, 102, 103, and 108.
- (b) Producers of mass communication. Courses 101, 102, 103, and 105.
- (c) Person-to-Person communicators. Courses 101, 102, 103, and 104.
- (d) Communication researchers. Courses 102, 103, 106, and 107.

If a capacity enrollment of 80 participants is achieved, there will be an average of 40 persons per course. However, it is anticipated that Courses 101, 102, and 103 will be very large classes, with an average of fewer (20-25) persons in Courses 104, 105, 106, 107, and 108.

It must be emphasized that this is academic training, and that the participants who enroll will be in an environment very similar to third or fourth year

of university study. Intense concentration and study, with a heavy workload, will be required to keep up with the class. The instruction will be planned and guided by University of Chicago professors, working in close collaboration with and under the guidance of The Gambian sponsors. The University of Chicago is charged with the task of maintaining the academic standards of the courses, while their counterparts from The Gambia will be charged with helping to make the content of the course practical and applicable to the needs of the nation and of the organizations which sponsor the participants.

III

Plans for Instruction

For whom is this workshop intended: qualifications of students.

This workshop is intended for the following groups of persons:

- (a) Administrators of social development programs: persons responsible for administering communication and education programs
- (b) Mass media communicators: persons actively engaged in planning and producing mass communications for social development, or for training such persons
- (c) Person-to-person communicators: persons actively engaged in planning and carrying out programs of person-to-person communication, or for training such persons
- (d) Researchers and evaluators: persons who are responsible for doing research and evaluation of communication and education programs for social development.

Although it would be desirable only for persons with at least a full secondary education or some college training to be admitted, no fixed education require-

ments have been established. The primary requisite will be that the person is currently employed in a responsible position of the type described above, and that he has been selected and is sponsored by his employer.

It is believed that in most communication, public information and public education units the entire professional staff, including the director, could benefit greatly from this program. The three weeks lost from the job could quickly be recovered in increased productivity, higher quality work, and better capacity to plan and organize the work of those whom he supervises. It is hoped that every key social development organization in The Gambia can arrange to have its senior staff members trained either during the first or second year.

It is believed that a mix of the four specialities, intermingling from many different agencies (both governmental and nongovernmental) will itself be a major educational experience and will build up a sense of professional fraternity among The Gambia's social development workers. One by-product of the workshop will be a greater understanding and appreciation of the work of the other agencies, both public and private. Many relationships that may have been somewhat competitive and formal will become more complementary and more cordial as a result of this experience.

Selection of candidates.

Final selection of candidates will be made by the sponsoring committee. The Chairman of this committee is the Director of Information and Broadcasting, Banjul, The Gambia. Application forms for nominating persons to the workshop are available from the Secretary and are being distributed to all public and private agencies. The closing date for the submission of all applications is on February 1, 1979. All applications should be addressed to the Sponsoring

Committee, Information Office, Bedford Place, Banjul, The Gambia.

IV

Schedule of Classes

- (a) Mornings should be devoted to more "academic" work and afternoons to communication production, studio production, and individual work.
- (b) The duration of Academic classes will be about 50 minutes, with 10 minutes breaks between.
- (c) Independent study and reading will be kept to a moderate level.
- (d) The committee recommended that classes should begin and end as follows:
 - Morning Session: 8.30 a.m. - 12.30 p.m.
 - Afternoon Session: 2.00 p.m. - 6.00 p.m.
- (e) The time in which a participant is not in class during these hours is to be considered time for individual study or laboratory work.
- (f) In many ways, the "heart" of the workshop are Courses 104 (Person-to-Person Communication for Social Development), 105 (Mass Media for Social Development) and 106 (Communication Research and Evaluation). Extra time on Saturday has been allocated for laboratory sessions in these courses, in order to permit students to do project work. It is expected that almost every student will take one of these courses.

Because courses 106 and 107 are closely linked, it is expected that a student who takes one will also take the other. Because course 104 and course 105 are intended to divide trainees into two major production groups, no participant will be allowed to take both 104 and 105.

Following is the schedule of classes that has been tentatively proposed:

SCHEDULE OF CLASSES

| TIME | M | T | W | Th | F | Sat |
|-------|-----|-----|-----|-----|-----|------------|
| 8:00 | 101 | 101 | 101 | 101 | 101 | Laboratory |
| 9:00 | 102 | 102 | 102 | 102 | 102 | in 104 |
| 10:00 | 103 | 104 | 103 | 104 | 103 | 105 |
| 11:00 | 103 | 104 | 103 | 104 | 103 | 106 |
| 1:00 | 105 | 106 | 105 | 106 | 105 | FREE |
| 2:00 | 105 | 106 | 105 | 106 | 105 | " |
| 3:00 | 107 | 108 | 107 | 108 | 107 | " |
| 4:00 | 107 | 108 | 107 | 108 | 107 | " |

Detailed Description of Course ContentCommunication 101: Principles and Theories of Communication

Over the past quarter of a century, a considerable body of research, principles, and practical experience on how to bring about desired changes in human behavior has accumulated. Much of this work has come directly out of efforts to speed up social development in Third World countries. It has also come from the laboratories and academic research studies of social psychologists, sociologists, anthropologists, and market and economic researchers -- and is reported in places that are not easily accessible to communicators in the developing world.

The Community and Family Study Center has been sifting this research and theory systematically to develop more practical and more effective basic orientations from which to launch information campaigns. A course with this title constitutes the basic introduction to communication work at The University of Chicago. It is believed that this course, adapted to the social development problems of Africa, can do a great deal to bring about re-examination of programs for their effectiveness and improvement in long-range communication planning.

This course will attempt to offer a down-to-earth and practical foundation for planning and conducting communication programs. The elements of the course, as proposed for teaching Africa, are:

1. Communication as Symbolic Behavior and Social Process
2. Psychological Models of Communication
3. Learning Theory and the Communication Process
4. The Play Theory of Communication

5. Group Dynamics Theory and Communication Processes
6. Social Interaction Theory and Communication Behavior
7. Mass Society and Communication: Public Opinion
8. Communication as a Force for Social Stability: Selective Exposure and Socialization
9. Communication as a Force for Social Change: Mass Movement and Collective Behavior
10. The Diffusion-Adoption Model of Social Change
11. Opinion Leadership, Interpersonal Influence and Group Influence in Creating Social Change
12. Communication and Political Change
13. Communication for Social and Economic Development
14. The Power of Knowledge and the Powerlessness of Ignorance
15. Motivation Theory and the Formulation of Motivational Messages
16. Legitimacy: Promoting Social Acceptability by Communication
17. Theories of Attitude Change and Communication
18. Credibility: Characteristics of the Communicator and Persuasive Communication
19. Involvement, Intention, Commitment and Persuasion
20. Strategies for Inducing Behavior Change by Communication

Communication 102: Social, Demographic, Ecological and Psychological Aspects
of the Development Process

This course aims to present the student with a wide variety of materials pertaining to the social development process. This process is examined both from the point of view of the "aggregate viewpoint" of the nation and the community and from the "citizen point of view" of the individual and the family. The major objective of the course is to give the student a solid factual and theoretical background into which to fit this particular work. This is done by discussing the topics at three levels: (a) International (world) level, (b) Regional (African) level, and (c) National (The Gambian) level.

- I. Review of the world, regional, and national socioeconomic situation and trends in development
 1. Income and employment
 2. Education
 3. Health and mortality
 4. Food and nutrition
- II. Review of the world, regional, and national population situation and trends
 5. Family building patterns (age at marriage, proportion never marrying, divorce, and remarriage)
 6. Fertility and sterility
 7. Population growth and projections of future population
 8. Migration, urbanization, and redistribution
- III. Psychological aspects of development: effects upon individuals
 9. Changes in attitudes, values, needs, and preferences
 10. Changes in group loyalties, roles and beliefs

IV. Familial aspects of development

11. Changes in family economics
12. Changes in education and upbringing of children
13. Changes in child care, health, and nutrition
14. Housing, modern appliances, and improvement in quality of family life

V. Ecological aspects of social and economic development

15. Natural resources, including energy
16. Environmental quality
17. Density, congestion, conservation, and decontamination of the environment.

Throughout this course, a major effort will be made to bring the latest and most reliable information about Africa and The Gambia to participants, so that they will have a firm factual foundation in the current situation and recent trends.

Communication 103: The Content of Social Development Communication Programs in The Gambia

Most economic development and social development programs attempt to bring some new technology into underdeveloped communities, and to make it available to the residents. This may be modern medical care, improved sanitation, new methods of agricultural production, prevention of malaria or other epidemic diseases, immunization of children, or modern contraception for family planning. It is the task of the communication and education component of these programs to generate the knowledge, motivation, and attitudes necessary for the public to accept these facilities and make regular and correct use of them. These

communicators and educators must decide what messages need to be diffused. This requires them to develop a long-term plan for producing these messages and for getting them transmitted to the public, by means of a combination of person-to-person communication and the mass media.

The objective of this course will be to take up each of the countries' major social development projects and programs individually, and to discuss them in terms of the information that needs to be diffused, and the plans that have been made or should be made to arrange for that diffusion.

Each segment of the course will begin with a presentation by a senior official or representative of the program, to describe its goals, its plans, and its intended communication activities. This will be accompanied by technical presentations by specialists that will outline the information that the public needs to have in order for it to fully use the service or facility to be provided by the project. This will be followed by discussions of practical steps that might be taken to improve the communication for the project.

Inasmuch as most participants will simultaneously be engaged in a communication production course, the effect of this course will be to give them practical and specific suggestions of "what to say" in their future production activities while they are learning "how to say it."

The materials of this course will be arranged under the following headings:

I. Health

1. Infant health and programs to reduce infant mortality and illness
2. Maternal health and programs to reduce maternal mortality and ill health
3. The major infectious diseases and programs to combat them
4. The major chronic diseases and programs to control them

II. Agriculture

5. Agricultural productivity and programs to increase it through introduction of new farming practices and new technology
 - (a) Crops and fertilizers
 - (b) Appropriate technology
6. Programs for improved
 - (a) Farm credit
 - (b) Marketing
 - (c) Purchasing and procurement
 - (d) Record keeping, planning
 - (e) Cooperatives and other farmer organizations

III. Nutrition

7. General efforts to raise the nutritional level and improve the diet of The Gambian population
8. Special programs to improve the nutrition of infants and growing children
9. Special programs to improve the nutrition of pregnant women and lactating mothers
10. Special programs to improve the nutrition of the ill and elderly

IV. Family Planning and the Status of Women

11. Programs to inform national and community leaders about the relationship between population and social and economic development
12. Programs to inform the public about the benefits of family planning, the methods of contraception, and the availability of family planning services

13. Programs to provide family life education to youth, in order to promote responsible parenthood and combat illegitimacy

14. Programs to improve the legal, economic and social status of women

V. Education

15. Programs to provide universal elementary education for children

16. Programs to provide secondary and special technical education to youth

17. Programs to promote functional literacy and technical education among adults

18. Other special programs for adults: home economics, etc.

VI. Community development projects

19. Physical facilities for community development: housing, community centers, recreation facilities, etc.

20. Social organization for community development

21. Tesito: origins and comparison with other self reliance concepts.

Communication 104: Person-toPerson Communication for Social Development

It is widely agreed that person-to-person communication can be a highly effective way of informing and influencing persons. It is less frequently admitted that much person-to-person communication is ineffective or even damaging to a program when it is done clumsily or carelessly. Person-to-person communication involves the correct application of skills that can be learned and perfected by practice. These skills are based upon theories and principles that can be taught. Effective programs of communication involving person-to-person contact should include, therefore, training programs in the theory and

practice of the skills of interpersonal communication. This course is designed to help those who will be in charge of such programs to develop training programs that would improve these interpersonal communication skills.

This is basically a "production course" in communication. There will be a great deal of laboratory work, practice, and demonstrations in the various types of person-to-person communication. The course is divided into ten segments as follows:

1. Theory of adult learning
2. Theories of group dynamics
3. Planning and designing the training course
4. Conducting group discussions
5. Counselling of individuals
6. Public speaking
7. Classroom instruction
8. Use of audiovisual materials in teaching
9. Organizing and conducting public meetings
10. Organizing and conducting conferences and workshops

Communication 105: Mass Media for Social Development Communication and Education

Objectives of the Course. This course introduces the student to the basic production processes of each of the major mass media: radio, television, newspapers, magazines, posters, leaflets, and special productions such as slide shows and comic books. This is done in the context of using these media for promoting public knowledge, appreciation, and acceptance of social development

projects. The objective is not to create an instant expert producer in a few short weeks. Instead, the goal is to give the student sufficient insight and practical experience to be able to work intelligently and critically with persons who are expert producers in the respective media. Most effective development communication programming consists of organizing and integrating the work of other specialists skilled in particular production processes. We believe that only by actually performing some of the work, going through the basic production steps, can a communicator really understand the possibilities and limitations of each medium.

Content of the Course. The instructors for this course are all experienced producers in their respective media (radio, television, newspaper, publishing or other enterprises).

Course Schedule. The workload for this course is extremely heavy, and students who enroll in it must be prepared to spend long days and almost every Saturday (and often a part of Sunday) studying, writing, or working in the laboratory or in the field to produce movies, radio programs, television programs or other mass media communications.

Term Project. To provide consistency to the course, we ask each student to select a specific problem of social development, and to orient his entire effort trying to communicate the specific messages required by his problem, using all of the media to accomplish the objective. The result will be a coherent, multi-media "campaign" to promote a particular objective.

The course has six units:

- A. Radio programming
 - (a) General principles
 - (b) Educational "commercials"
 - (c) Interviews, discussions

(d) Radio drama

(e) Radio news

B. Television programming

(a) Television "educational commercials"

(b) General principles

(c) Interviews, discussions

(d) Television "documentaries"

(e) Use of video in classroom training and
group discussions

C. Special print media

(a) Posters and calendars

(b) Brochures and leaflets

(c) Cartoons

D. Photography

(a) Photographs for posters, leaflets

(b) Slide-sound presentations

E. Newspapers and magazine writing

(a) How to write a news story

(b) How to write feature stories

(c) How to write advertising

F. Educational movies

(a) Basic principles

(b) Principles of teaching with movies

(c) Scriptwriting

(d) Shooting and editing

(e) Sound

(f) Cartoons

G. Use and repair of communication

equipment

- (a) Radio and Television
- (b) Photography and cinema
- (c) Special print media

Because of the shortage of time, it will not be possible for each student to do a production project in all six units. Each participant will select three units for production projects, although he will participate in classroom discussions of all.

Communication 106: Communication Research and Evaluation

Objectives of the Course. Most communicators agree that research and evaluation are fundamentally important to successful communication campaigns, but pay only lip-service to the idea. They tend to produce programs that please themselves or their friends, to do no intensive study of their audience, to do no pretesting, to do no monitoring, and to do no follow-up evaluation. If their campaign fails, they blame the persons who produced the programs, the audience, or bad luck--never themselves. The reason most of them do so is that they do not know how to do communication research and evaluation. This course is intended to correct this deficiency.

This course will be taught as a regular graduate level course. It will require reading of technical material, working out of specific projects, and the mastery of some special research skills. Because the workload of the total workshop is very heavy, the student will not have time to obtain the complete experience desirable, and it is expected that when he returns home he will try out in practice many of the things he studies here but does not have time to master fully in practice.

Content of the Course. The course will be divided into ten segments, as follows:

1. Introduction to the Field of Communication Research
2. Inventory of Audience Media Habits and Preferences
3. Background Research Prior to Communication Programming
4. Content Analysis of Messages
5. Pre-testing Communication Programs
6. Monitoring and Mid-stream Followup of Campaigns
7. Longitudinal (panel) and Network (channel) Studies
8. Evaluating the Long-Term Effects of Communication Campaigns
9. Disaggregation of Separate Effects of Mass Media and of Person-to-Person Influences in Multi-Media Campaigns
10. Communication Experiments to Test Communication Theories

Prerequisites. It is assumed that each participant is already familiar with the basic principles of survey research and of statistical analysis.

Communication 107: The Tabulation and Analysis of Social Research Data

It will be assumed that the students taking this course have not had a course either in research or in basic statistics, or if they have that this knowledge needs refreshing. A simple textbook will be provided, so that students may make rapid progress and may continue to learn when the workshop is over. The instructor will be prepared to work with subgroups of the class, divided into "slow," "average," and "fast."

Part I. Basic Social Research Procedures

- (a) how to plan a research study
- (b) how to write questions for an interview
- (c) how to prepare a questionnaire for field interviewing, in-

cluding pretesting

- (d) how to interview people
- (e) how to code and edit data for tabulation

Part II. Basic Statistics

- (a) how to read and interpret frequency distributions: percents, averages, and deviations
- (b) how to read and interpret two-way statistical tables
- (c) how to read and interpret correlations and regressions
- (d) how to tell when the difference between two statistics is "statistically significant"
- (e) how to make informative and effective charts and graphs
- (f) how to plan and do multiple-variable analysis

Part III. How to Tabulate Social Research Data

- (a) basic punch card system
- (b) mechanical tabulation
- (c) tabulation by "packaged" programs on electronic computers

Part IV. Analysis of Research Data and Preparation of Readable Reports

- (a) how to organize a research report and plan the analysis
- (b) how to write the research report so that it is readable, interesting and useful to those who need to make decisions based on it
- (c) how to publish and distribute research reports

Communication 108: The Planning and Management of Communication Programs

These days, a great deal of emphasis is being placed upon training for management in social development programs. But much of the training has been focused upon decision-making at the topmost policy and strategy levels, to the neglect of management and supervision at the intermediate and lower

levels. Most communication activities fall in this intermediate range of the organizational hierarchy. This course will seek to offer a practical preparation to persons who are directors of communication units or supervisors of groups of activities within those units. Among the topics to be considered are:

1. Planning a communication program to support a social development program
 - (a) working with executive directors and other program heads
 - (b) researching the problems to be faced
 - (c) getting acquainted with the audience to be reached
 - (d) selection of the mix of media to be employed
2. Organization and staffing of a communication unit
 - (a) integrating of person-to-person and mass media functions
 - (b) deciding on skills needed full-time and part-time from freelancers or other organizations
 - (c) relating research and fact-finding to program production
 - (d) combining required skills into the fewest possible bodies
3. Physical equipment required for communication production
 - (a) producing in-house vs. subcontracting or using freelancers
 - (b) drafting of pilot and materials for pretest vs. mass producing and distributing of final product
 - (c) sharing of expensive equipment with others vs. owning that equipment
 - (d) choosing equipment (sophistication of equipment vs. skills of employees that use it, percentage of time it will be idle)
 - (e) purchasing, installing, maintaining and operating the equipment
4. Recruiting, hiring and on-the-job training of employees
 - (a) writing up job descriptions

- (b) testing candidates for communication skills
 - (c) providing for employee improvement while on the job, through guided training
5. Achieving high quality and quantity of production and maintaining high morale in the communication unit
- (a) approaching communication development democratically vs. autocratically
 - (b) applying job enrichment techniques to the communication unit
 - (c) managing personnel problems of pay and promotion
 - (d) negotiating with printers, film processors, recording studios, movie and videotaping organizations
6. Financial administration of communication programs
- (a) preparing the annual budget
 - (b) maintaining records of cost
 - (c) competitive bidding; obtaining high quality at low cost
7. Diffusion of printed materials; organizing a direct mail system
- (a) organizing a direct mail system for special printed materials
 - (b) working with market research and advertising firms
 - (c) working with radio, television stations
 - (d) working with newspapers and magazine publishers
8. Arranging an effective division of labor and responsibility between a central communication office and regional and local communication units
- (a) getting "grassroots" participation in production of communications
 - (b) reflecting local culture and traditions in communications while maintaining high quality and economy

- (c) supporting the activities of local communication offices with materials, prototypes, special processing, training
9. Organizing and administering the pretesting-evaluation unit
- (a) deciding where the unit should be placed, in the communication section or the research section
 - (b) number of persons to be employed; skills needed
 - (c) keeping persons occupied despite cyclical nature of research
10. Making the annual evaluation of performance of the communication activities, external review and evaluation, and periodic reorganization and reorientation