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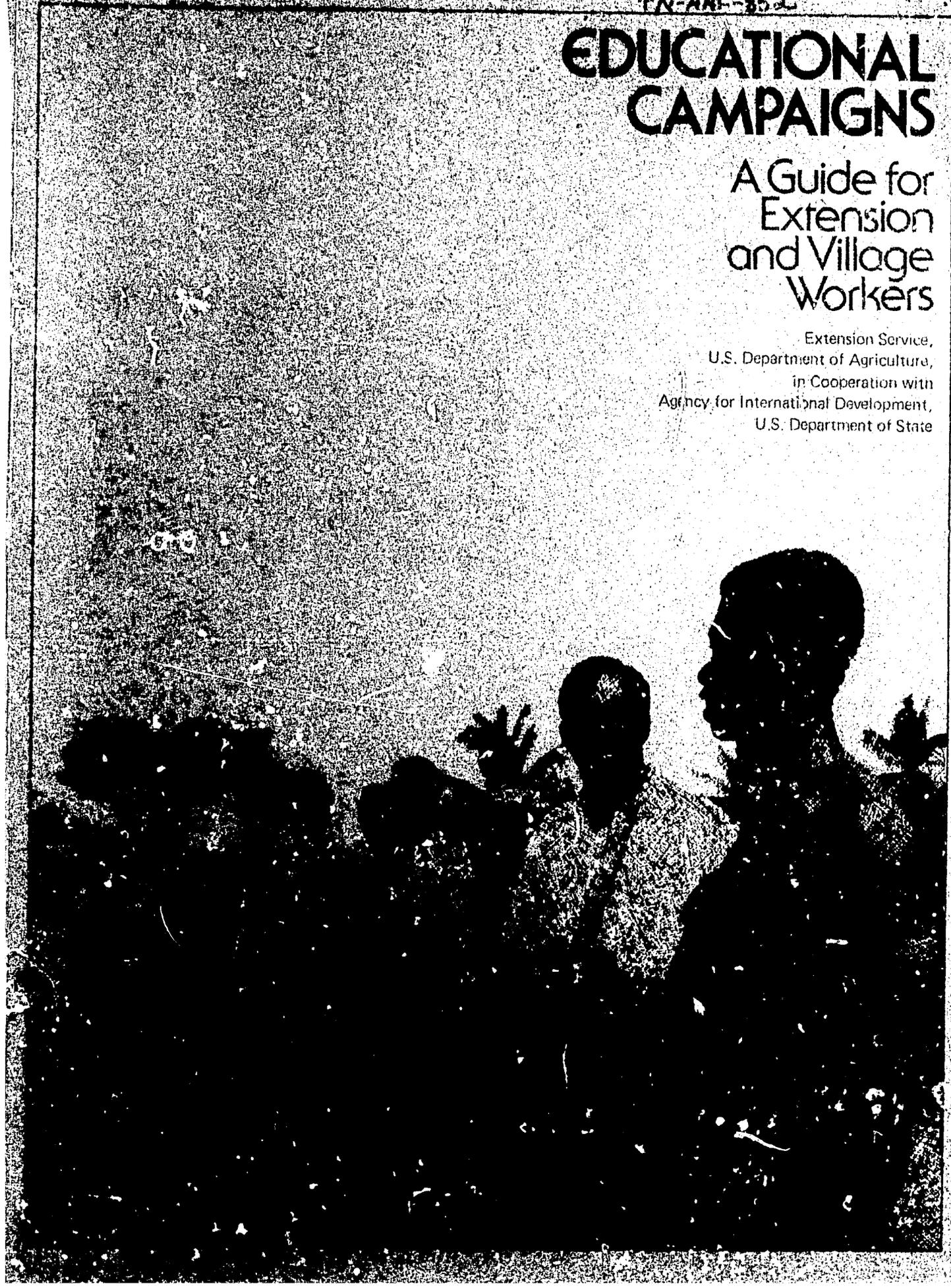
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EDUCATIONAL CAMPAIGNS

A Guide for Extension and Village Workers

Extension Service,
U.S. Department of Agriculture,
in Cooperation with
Agency for International Development,
U.S. Department of State



Foreword

Agricultural and home economics extension workers in many countries have asked for a guide in conducting educational campaigns. We hope that this publication will be useful to the extension worker, man or woman, who is planning an educational campaign for a village or community, a district, or a province.

By Helen A. Strow
Educational Specialist, International Office of International Extension, Extension Service

Cover Photo:

Bringing the people together is important in every educational campaign. Here a gong beater in Ghana helps the extension worker draw a village crowd to hear about the "Better Gardens" campaign.

Photo Credits: Agency for International Development, Food and Agriculture Organization of the United Nations, and United Nations Children's Fund.

EDUCATIONAL CAMPAIGNS

A Guide for
Extension
and Village
Workers

WHAT IS AN EDUCATIONAL CAMPAIGN?

HOW SHOULD YOU USE A CAMPAIGN?

- (1) For a recognized problem
- (2) For an important problem
- (3) To recommend a practice people will accept
- (4) One at a time.

PLANNING

- Analyze the situation
- Select the practice to promote (priorities)
- Set objectives
- Involve people
- Select events
- Arrange for equipment and supplies
- Plan for evaluation

CONDUCTING THE CAMPAIGN

- Launching your campaign
 - Meetings
 - Farm and home visits
 - Tours
 - Demonstrations
 - Publicity
 - Exhibits
 - Contests
 - Slogans
 - Signs
 - Posters
 - Wall newspapers
 - Radio and television
 - End the campaign dramatically
 - Evaluate results
-

Every family in one Iranian village grew at least a few pistachio trees. Each year, soon after the nuts formed on the trees, insects attacked and most of the nuts dried up. The yield was low, yet this was an important source of income to the villagers. The people watched this happen each year with concern and disappointment. The difference between a good crop and a poor one meant having enough to eat all year or empty stomachs part of the time.

The agricultural advisors knew that one spraying each year would control the insects, so they used an educational campaign to bring this about. They knew that success for 1 year might leave some farmers saying that it just happened to be a good year. They decided the campaign must last through two growing seasons.

Extension advisors and specialists planned the campaign carefully. They kept Ministry of Agriculture officials informed on all developments. They discussed plans with the chief of the village, the religious leader, and other leaders. When it was time to start the campaign everyone was ready. The Governor came and talked to the people about spraying the trees. Extension advisors held many meetings to explain the value of spraying, to show the insects, and explain the procedure for controlling them. They visited farmers individually to be sure they understood. They put posters everywhere as constant reminders.

The Ministry of Agriculture made the spray available at the equivalent of 2½ cents a tree. Men were trained to handle the

simple spray equipment.

Each farmer was to leave one or two trees unsprayed so they could compare results. When the time was right the trees were sprayed. The nuts did not dry up as in other years and at harvest time the people picked a good crop.

The extension advisors held followup meetings after the spraying and after harvest because people still had questions. They also had to make plans for the next year. During the second year, there was no letup in meetings, farm visits, posters and exhibits. Agents still concentrated on the one practice—spraying. But after two seasons of bumper crops, the people were convinced of the value of spraying their pistachio trees.

This is an example of the way a good educational campaign is run. Let's examine some of the elements that made this and other campaigns work well.

WHAT IS AN EDUCATIONAL CAMPAIGN?

An educational campaign is a well-organized plan for bringing about widespread adoption of a particular practice. It is a continued teaching effort concentrated into a set period of time. The central idea—a better practice—is kept before the people constantly during that time. People are shown repeatedly that this is a solution to a problem.

The more often people are exposed to a new idea, the more likely they are to adopt it. Campaigns use this principle. In a

campaign, people have their attention focused on a new practice through many methods. They become interested because they see reminders often. This dramatizes the problem.

When the campaign works well and people accept the practice, you, the extension worker, can leave that practice to them and concentrate your efforts on teaching other practices.

HOW SHOULD YOU USE A CAMPAIGN?

Not all problems are adapted to the use of a campaign. To decide which problem to select for the campaign treatment, consider these points:

To be successful, a campaign must . . .

1. Be directed toward the solution of a problem the people recognize.
2. Deal with a problem important to a large number of people.
3. Offer a solution that the people can and will accept.
4. Emphasize one idea at a time.

A Problem the People Recognize

A campaign must be directed toward the solution of a problem the people recognize . . .

People must first feel the need for a change. A campaign directs their attention toward solutions to problems they already recognize.

The government of Jamaica, for instance, conducted a "Better Rice" campaign when farmers became aware that they could not

grow enough rice to feed their families and have some to sell. The campaigns introduced a *new variety* of rice that solved the problem. The farmers could accept this solution.

A campaign to build smokeless stoves started in one village because women complained that their eyes hurt from the smoke of the old three-stone cooking arrangement. A child who fell into one of these open stoves and was badly burned dramatized the need for a safer cooking arrangement. The women recognized a problem to be solved.

Important to Many People

The problem to be solved by your campaign must be one that is important to a large number of people. To justify the time and effort you put into a campaign, only important problems should be considered. Because a campaign is an intense effort, for a limited time, and uses a variety of methods, it reaches many people. It would not be the best use of your time to concentrate such effort on a small audience.

In an anti-malaria program, for instance, where all the houses in an area must be sprayed with DDT, all the people must be reached. In the pistachio campaign, most of the village families owned trees, so that most had to be reached.



Finding the facts is the first step in planning a campaign. Here a worker interviews a young mother in Brazil.

Recommend a practice people will accept. Here a demonstrator shows use of scythe instead of sickle.



Involve youths as well as adults, as in this clean-up campaign in Korea.

Recommend a Practice People Will Accept

The practice to be recommended in the campaign must be one that the people can and will accept. Although the people may recognize a problem that is important to many of them, they may not be able to carry out the practice you know would be the most effective. The recommended practice should fit into the facilities the people have, be in keeping with their ability, and be in harmony with their culture. For example do not recommend spreading of fertilizer by machinery when machinery is not available in the area.

One at a Time

A successful campaign can emphasize only one idea at a time. Most people learn only one thing at a time. A well-planned campaign does not present too much for them to learn. Thus, it does not demand too much change in their habits all at once. In the pistachio campaign, for instance, only one practice was recommended . . . to spray the trees at the proper time. It could have confused the people if other practices, such as fertilizing, had been recommended at the same time.

With only one idea at a time, the learner will have time to try the new practice and experience success.

One campaign at a time is enough for the extension worker too. It takes a great deal of your time and effort to plan and carry out a campaign. A good one may take your continual supervision for several months.

PLANNING

In any campaign, you first plan, then carry out the campaign, then evaluate the results. Planning a good campaign takes time, but saves time later on. Careful planning helps insure success. Local leaders should be involved in the planning. You should:

1. Analyze the situation.
2. Select the practice to promote.
3. Set objectives.
4. Plan for evaluation.
5. Decide how to involve people.
6. Schedule events.
7. Arrange for equipment and supplies.

Analyze the Situation

Before you start a campaign, know the facts about the practice to be changed. Know exactly to whom you will direct the campaign. To get these facts, make a survey. This may mean visiting farms or homes, observing, and discussing with the people.

Opinions can be incorrect. For instance, a county agent estimated that 90 percent of the dairy bulls in his county were purebred. He did not think a campaign was necessary. He made a farm survey, however, that showed only 20 percent purebred.

In another case the main emphasis in a nutrition program was to be placed on fruits and vegetables. A survey showed these were not lacking in the diet of the average adult but that there was great need for milk.

A home economics village

worker in a Latin American country noticed as she visited homes that the dirt floors were very rough and hard to keep clean. She felt that if she could help the families improve the floors, it would make the home safer and more sanitary. She kept a record of the floors in every home she visited. In a few months she had the facts about the floors in the village and decided to launch a campaign for householders to improve floors.

Get names of people who need the new practice. In one purebred bull campaign, the name of every owner of a scrub or inferior bull was listed on a card with such information as breed, number of cows kept, and number of calves raised. In an alfalfa campaign in a county in Indiana, the prospect list comprised 700 names of farmers.

In a "Grow Healthy Chicks" campaign in a county in Connecticut, the agent used the survey card below:

| | |
|--|-------|
| Number of laying hens at beginning of year | _____ |
| Number of hens died during year | _____ |
| Number of chicks brooded during year | _____ |
| Number of chicks died during year | _____ |
| Square feet of floor space in brooder houses | _____ |
| Were your chicks brooded on new ground? | _____ |

Select the Practice to Promote

After a careful study, you may find many things need to be done. However, you must select one

practice to be given priority in the campaign.

A campaign teaches practices rather than principles. These practices represent the answers to needs felt by a large number of people.

As an agricultural advisor visits farmers he may see their need to improve care of poultry or use a better variety of rice seed, for instance. The home economics advisor may want to help families build smokeless stoves, improve floors, or plant gardens. Your survey will show what people are interested in. This will point to the practice to select for your educational campaign.

An agricultural agent in the United States realized that poultry flocks needed to be improved in his county. As he studied the situation, he found that most of the farmers were tenants. They wanted to increase egg production but could not afford to spend the money to build chicken houses that would belong to the landowners. The agent saw that each of these farms had large barns, once needed but now little used. He worked with the specialist and devised an inexpensive way to convert a part of the barn into a laying house for hens. He conducted a few result demonstrations and found the plan acceptable. He then started his poultry improvement program with a campaign to improve laying houses.

It is necessary with any campaign to know the situation. If the agent above had not studied it and found the real block to change—the lack of good laying

houses—he might have carried on a fruitless program for years. He planned his program to deal with first things first.

Setting Objectives

Once you decide that a practice warrants a campaign, establish clear-cut objectives. Decide exactly what change you expect to be made and who is to make the change. For example, in the pistachio campaign the objectives were to have all pistachio growers in the area:

- a. Learn why spraying is necessary for production of pistachio nuts.
- b. Learn how to spray pistachio trees.
- c. Spray trees.

Plan for Evaluation

As you plan the campaign, also plan how you will evaluate it in terms of the objectives you set. Plan regular times and specific methods for checking on progress.

Evaluation should be a continuous process. The main job of evaluation, however, comes after the campaign has ended. Even then the results may not show. It often takes time to change practices. For example, in the poultry improvement campaign described earlier, it took 2 or 3 years to see a large number of barns remodeled into laying houses for hens.

Evaluation helps you judge how well a campaign worked but it can yield information that will help in conducting future campaigns.

Decide How To Involve People

In planning, list all the different kinds of people who should be informed and involved in your cam-

Extension agents in Brazil use radio to reach a great number of people at once.



A result demonstration is convincing. This Korean farmer is proud to tell his neighbors that he got two bundles of barley from fertilized land — only one from the same amount of untreated land.

campaign, and plan what their part will be.

The people concerned must be involved all the way — in the planning, in the activities of the campaign, in evaluating results, and in publicizing success.

Ministry officials need to be involved so that they understand fully, so they lend support, and provide financial assistance if needed.

Leaders in the community, such as religious leaders and tribal chiefs, must be included.

In the pistachio campaign, all the people who might lend support, or hinder progress, or have personal concern in the cam-

campaign were involved from the first.

Schedule Events

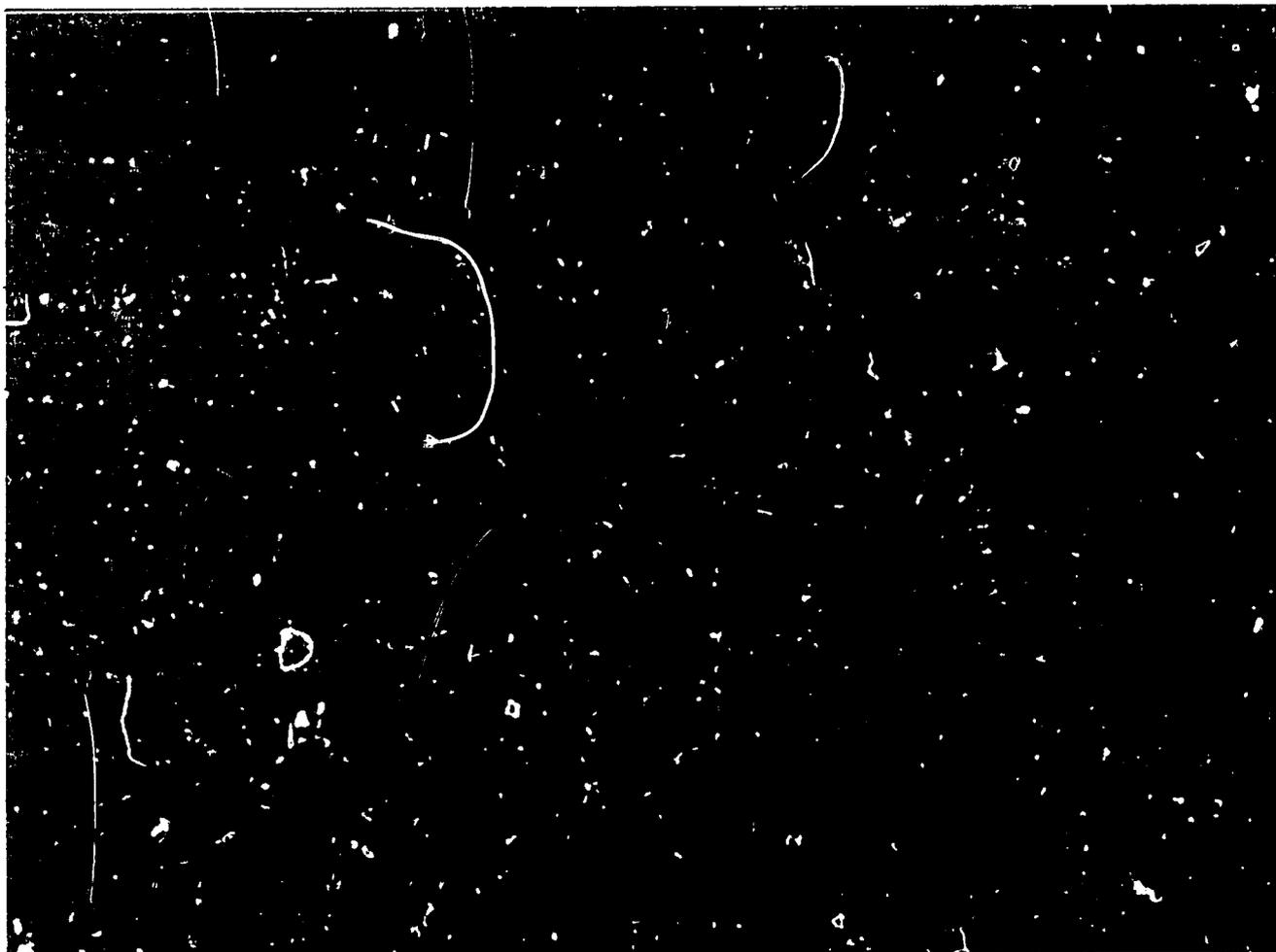
Write down a plan of events before you start the campaign. Such a plan should:

1. Be detailed and specific.
2. Give you a calendar and work chart which helps you systematize work.
3. Assure continuity of teaching effort.
4. Bring in appropriate leaders and technicians at the right time.

In a town in Venezuela, the people decided to carry on a "Clean-Up" campaign. This was

their first community project. They selected leaders and organized committees to carry out the campaign. The leaders divided the town into sections and each leader called on every family in his block to explain what they could do. The school was involved and the children made trash cans. The church and the merchants contributed their share. Everyone raked and piled up the trash in their yards. The Central Committee secured trucks for one day to collect the trash. It was truly a community project.

In planning the campaign the Central Committee with the aid of the extension worker developed



the plan and schedule of activities for the "Clean-Up Campaign" as shown on chart on page 8.

Arrange for Equipment or Supplies

The change recommended in the campaign may call for seeds, fertilizer, or other supplies or equipment not regularly available in the community. If this be the case be sure an adequate supply of all needed materials is on hand. You might, for example, arrange to bring seeds in from outside and plan a system for distributing them.



Launch the campaign where many people can meet together. (Korea)

Direct the campaign toward a problem the people recognize. Everyone turned out for this anti-locust drive in Morocco.

CONDUCTING THE CAMPAIGN

Launching Your Campaign

Open your campaign by doing something dramatic that focuses attention on the problem.

You might hold a large meeting, inviting everyone interested. Perhaps you could have a prominent person take part in the program. The pistachio campaign was launched by the Governor. In other campaigns the Governor or Chief has proclaimed a "National Health Month," a "Rural Youth Week," or "Dairy Day."

Involve any news media people you can. If radio is available, invite radio announcers to participate. If newspapers reach the community, be sure to include reporters and photographers. Help these people arrange for special photographs and news stories throughout the campaign.

You've started your campaign dramatically. Now you must keep



A demonstration, like this one on nutrition in Ghana, teaches women how to use new methods.

the attention of the people focused on the recommended practices continuously. This is the place to use your imagination and devise unusual and interesting approaches.

Meetings

You will use meetings of all kinds to carry the message. Some meetings may center around the reasons for making the change; others may demonstrate how to make the change. Your message regarding the new practice may be injected into meetings held for other purposes, too. For example, you may ask for 5 minutes at a meeting of the town council to explain the value of the practice recommended, or to report progress. Meetings are often held in public places, such as a town hall, a church, a community center, but they may also be held on a farm or in a home. For example, a meeting may be held in the field if it's a wheat improvement campaign, or in a kitchen if it's on kitchen improvement. Vary your techniques to make the meetings interesting. Use discussion panels, role playing, puppet shows, or films to add interest.

Farm and Home Visits

You will need to call on the people involved in the campaign to encourage them to judge their progress or to discover the things that interfere with their making the change, and assist them. But you need not make all the visits yourself; you can train leaders to make many of these visits.

Tours

Tours can show the results after

a few people have tried the new method. Others may be interested in trying the practice when they see for themselves that it works. Tours were used in "Better Homes" campaigns in Uganda. On these tours, not only the homes that had made the greatest improvement were visited but also those that had made only a small beginning.

Demonstrations

Before you start a campaign you may have to prove to people that the recommended practice will work. Demonstrations can do this.

In a country where alfalfa had never grown, the agent conducted a number of field demonstrations. They showed the worth of alfalfa as a solution to the need for more feed for cattle. They proved that alfalfa could be grown economically in the county. It would have been unwise to have launched a campaign before this thorough testing of the practice.

In a state in India where wheat is grown, it was decided to introduce commercial fertilizer to increase production. Test plots were established all over the state to demonstrate this practice. It was only after the agricultural advisors were fully confident that people accepted the practice that they launched a campaign.

Publicity

Exhibits — are a good way to show the value of the recommended practice. You can put exhibits in fairs and agricultural shows. Some exhibits can be displayed in markets and moved to different villages for the village market day. Extension agents in the United States often use store

windows, banks, or a display case in their offices for small exhibits. In Germany, a home advisor had a small display case built in the wall of the building where many people passed by each day. Exhibits located where many people pass need to be changed often.

Contests. Many kinds of contests have been used to arouse interest. In the Uganda "Better Homes" campaigns a contest was the climax. The householder making greatest improvements won a prize, such as a lamp or bag of fertilizer.

Essay contests, poster contests, or slogan contests can draw attention to the campaign and its objectives. In the "Grow Healthy Chicks" campaign in Connecticut a contest brought in 454 slogans.

Slogans — are often used in connection with campaigns. They should be short, catchy, and to the point. In the "Grow Healthy Chicks" campaign, the slogan used was "Health Sticks to Clean Chicks." In New Hampshire, an alfalfa campaign used the slogan "Milk Flows Where Alfalfa Grows." In New York "Alfalfa Acres Are Money Makers" was used. In a clean-up campaign in Jamaica the slogan was "Clean up, Pick up, Cover up."

Signs — for homes using the recommended practice have helped. In one malaria campaign, the houses that were sprayed with DDT were plainly identified by special marking. In a 4-H membership drive, each new member may get a sign to put on his home.

Posters — remind the people of the practice being recommended. In the clean-up campaign in Jamaica, a poster was designed

showing a parade and the title "Join The Big Clean-Up March."

Wall newspapers — were used during a rat campaign in India with great success. Not everyone in the village was able to read the newspaper, but all wanted to know what it said. Those who could read, read it to the others.

Radio and Television — can help, too, if the villages have receiving sets.

End the Campaign Dramatically

Set a definite time to end the campaign. Feature the final day so the people can share the satisfaction of completing the project. This is a good time to report results to the people. This day, like the starting day, is a time to invite an important person. Dinners, picnics, or rallies will encourage all the people who took part in the campaign to come and rejoice in its success. This is an occasion to recognize community leaders for their work.

Evaluate Results:

Before trying to evaluate the results of a campaign, review the objectives and consider:

What is to be measured?

What changes were expected in knowledge, attitudes, and skills?

What evidences can be noted that the changes were made?

Who is carrying out the practice recommended in the campaign?

You can use a variety of means to collect information for evaluation from the people, such as personal interviews on farm and home visits, a show of hands at meetings, and through use of a questionnaire. Try to determine not

only the number of families who adopted the recommended practice, but which campaign methods were most influential.

Ask the leaders and members of the campaign committee for their opinions on the effectiveness of the campaign and for suggestions for improving future campaigns.

Getting information, suggestions, and opinions from a variety of people will reveal flaws in planning and in carrying out the campaign that you can avoid in future campaigns.

Evaluation will be going on throughout a well-planned campaign, but the final evaluation is necessary to provide adequate guides for future programs. A careful evaluation will show exactly how many people made the change recommended. It will provide the facts for reporting to the people. It will also show what you should emphasize in future programs.

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