PLANNING COMMUNICATION FOR FAMILY PLANNING

John Middleton with Yvonne Hsu Lin

A PROFESSIONAL DEVELOPMENT MODULE

EAST-WEST COMMUNICATION INSTITUTE

EAST-WEST CENTER

Module Manager's Guide
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FOREWORD

Any discipline faces the challenge of translating what it learns from research and practice into a form usable by persons who apply knowledge to problems. This challenge is particularly demanding in the field of economic and social development, and nowhere more so than in trying to inform and educate people about the problem of population.

Population problems exist, in one form or another, throughout the world. To help solve these sensitive and difficult problems, a large number of countries depend upon a group of professionals working in what has come to be called Population IEC (information, education, communication). These professionals, working under great difficulties, often isolated from the sources of learning, feel a continuing need to stay abreast of latest knowledge in their field. The East-West Communication Institute, under the general supervision of Dr. Robert Worrall and the specific direction of Dr. John Middleton, and with the support of the U. S. Agency for International Development, has made an effort to respond to this need.

The Modular Learning Materials, of which this is one unit, are not quite like any other learning materials in the subject area. They have been developed with the aid of scholars and practitioners, and tried out by representatives of the audience for whom they are intended: working professionals. Consequently, they represent a blend of theory and practice in what we believe is a usable form and one we hope will be widely helpful.

Wilbur Schramm
Director
East-West Communication Institute
AUTHORS' PREFACE

This module was produced in prototype form in the Fall of 1973 for use in the First Modular Program of Professional Development in Population and Family Planning Information, Education and Communication at the East-West Communication Institute. The present version is based on the results of the testing of the prototype and on the suggestions and criticisms of a large number of reviewers.

While it would not be possible to list all of those who have commented on one part or another of the module, we owe special thanks to the following individuals who took the time to give thoughtful commentary. Mr. Ronny Adhikarya, of the Universiti Sains Malaysia, Penang, Malaysia, gave us valuable help on the problem of communication strategy development. Mr. H. A. Quintus Fernando of the Ministry of Health in Sri Lanka and Dr. Kwon Ho-Youn of the Korean Institute of Family Planning helped us in our struggle to keep the content useful in the developing country context. Dr. Sanford Danziger helped us keep our writing clear and understandable, and provided many useful insights into practical aspects of communication planning. Dr. Jerry Brown of the Agency for Instructional Television gave a very valuable review of the instructional aspects of the module.

While we are indebted to all of these fine individuals, the final responsibility for the module must rest with the authors. John Middleton is the primary author, and is therefore mostly responsible for any faults. Yvonne Hsu Lin was instrumental in developing concepts for strategy planning and for the scheduling of plan activities.

John Middleton is the Director of the Modular Program at the East-West Communication Institute, and General Editor of the Modular Materials. He holds a Doctorate in Educational Planning from Harvard University. Yvonne Hsu Lin is communication planner with the Taiwan Family Planning Program. She holds a Master's Degree in Communication from the University of Chicago.
EDITOR'S INTRODUCTION

These materials are part of a series of development modules designed and produced at the East-West Communication Institute to assist professionals working in population and family planning information, education, and communication (IEC) programs in sharpening their professional skills. A wide range of expertise--drawn from IEC programs in Asia and the United States, from universities, and from the Communication Institute staff--has been brought to bear on the development of the materials. Acknowledgment of authorship is given in each module. The project has been supported with a grant from the U.S. Agency for International Development.

We began this project with the major goal of producing professional instructional materials which, in addition to serving as the core of population IEC professional development programs at the Institute, could be adapted and used in a variety of training and development settings. To this end we have attempted to make each module as complete and self-sufficient as possible. We have tried to make the modules self-instructional to lessen the burden on teaching and training staffs, and to facilitate their use on an individual basis. We have done our best to build the modules around real life cases, problems, examples, and data, and sought at all times to strike a balance between principles and techniques for practical application.

A basic premise of our work with the modular materials is that they would be constantly revised. As we use the materials in Honolulu, and as cooperating institutions use them in other institutional settings in Asia, Africa, Latin America, and the United States, we receive feedback which helps us refine and improve the modules. We are especially grateful to the 40 participants from Asia, Africa, Latin America, and the United States in the First Modular Program of Professional Development in Population and Family Planning IEC who helped us conduct the first full field test of the materials in Honolulu in the spring of 1974. Their critical review and commentary on the modules has been a rich source of ideas for improvement. We owe a similar debt of gratitude to the numerous IEC experts around the world who reviewed and criticized the materials. A special vote of thanks is due the Planned Parenthood Federation of Korea which has generously shared with us the results of their project to review, revise, and adapt modules for their own use.

Given our basic premise, the materials will be constantly evolving. The work to support the written materials with low-technology, low-cost audiovisual aids will be particularly important.

Recognizing the need for continual improvement of the modules, we are nonetheless sharing them in this "second revised form." We encourage non-profit educational and training institutions to use the materials, revising, adapting,
translating, and tailoring them to meet their needs. We would be grateful for feedback on the nature and results of such efforts. The Institute is also prepared to provide assistance to institutions adapting and using the modules.

The titles of modules currently in development at the Institute are listed below, with dates when tested and revised modules will be available.

1. Fundamental Human Communication -- D. Lawrence Kincaid with Wilbur Schramm (January, 1975)


4. Clinic Education -- Sanford Danziger (June, 1975)


6. Pre-testing Communication Products -- Iqbal Qureshi and D. Lawrence Kincaid (June, 1975)

7. Using Existing Media -- Merry Lee San Luis (June, 1975)

8. Communication and Coordination in Family Planning Programs -- George Beal and John Middleton (January, 1975)

9. The Role of Communication in Beyond Family Planning Programs -- Robert P. Worrall and O. D. Finnegan (June, 1975)

10. The Role of the Consultant -- Ellwood B. Carter, Jr. (September, 1975)

11. Media Production -- John Shklov (September, 1975)

12. Research Utilization -- David Radel and Sumiye Konoshima (December, 1975)


We intend to continue developing the above materials and will be adding modules as the need arises. Institutions interested in obtaining copies of the modules and audiovisual support materials are encouraged to write to the Communication Institute for more details.

The conceptualization and coordination of the project has been the work of the Task Group for Modular Professional Development. In addition to the authors of the modules, the following task group members have contributed significantly over the life of the project: Ronny Adhikarya, Mary-jane Snyder, Hichul Whang, and Margaret White.

We gratefully acknowledge the support for the project given by the U. S. Agency for International Development. Special thanks are due to Dr. Wilbur Schramm, Institute Director, whose guidance has been essential, and to Dr. Robert P. Worrall, Assistant Director, whose support made it possible to transform an idea into reality.

John Middleton
East-West Communication Institute
December, 1974
INTRODUCTION TO THE MODULE

ASSUMPTIONS ABOUT THE LEARNER

This module has been designed for mid-career professionals working in family planning information, education or communication (IEC) programs. It is assumed that these professionals have major responsibility for, and prior experience in, the planning of communication programs. Education equivalent to four years of college, with course work in psychology, sociology, systems planning or education, is a general prerequisite for the module, although the material may be used with upper division college students.

The module has been designed for use by multi-national groups at the East-West Center. Consequently, it has been written for an audience for whom English is often a second or perhaps even third language.

The planner for whom this module has been designed works at the program, rather than at the policy level. He or she is not directly concerned with the development of national communication systems and policies, nor does he deal with communication systems from an engineering perspective. The communication planning dealt with here is the planning of programs within existing policies and systems. Thus, the communication planner we have in mind is one who plans media campaigns, rural information programs, public relations activities, non-formal education programs, extension activities, and so on. Planners of this type hold titles such as "mass media planner," "state information officer," "health educator," and "IEC Director."

At the East-West Center, this module is used in close conjunction with the module Fundamental Human Communication, by D. Lawrence Kincaid and Wilbur Schramm. Because of the close relationship of the content of these two modules, we recommend that they be used together whenever possible. What Fundamental Human Communication says about family planning communication at the level of theory and principle, Planning Communication for Family Planning actually applies to the practical program planning.

OBJECTIVES OF THE MODULE

The module has two kinds of objectives. There are cognitive, or "knowing," objectives for each unit in the text. The achievement of these objectives requires that the learner be able to list, describe, identify, explain, and occasionally use the ideas and concepts covered in the module text. These objectives are listed at the beginning of each unit, and can be achieved through completion of the module text alone.
In addition to these cognitive objectives, the module has application, or "doing," objectives. The achievement of these objectives requires that the learner apply the ideas and concepts expressed as cognitive objectives in a real or simulated planning situation. To achieve application objectives, the learner must, in addition to completing the module text, carry through a planning exercise. At the East-West Center, we work towards application of the objectives through a major planning simulation using a Planning Workbook and the Case Study that is an integral part of *Fundamental Human Communication*. In other settings, it would be possible and preferable to work towards these objectives using the Planning Workbook and locally relevant planning data.

Both cognitive and application objectives for the seven units of the Module Text and the six sections of the Planning Workbook are listed below.

Unit I (no application objectives)

**Cognitive Objectives**
The participant will be able to:
1. List and explain five important aspects of the planning process.
2. Identify six phases of planning.

Unit II

**Cognitive Objectives**
The participant will be able to:
1. Describe two major purposes of audience analysis in communication planning.
2. List four steps in audience analysis.
3. Identify five general types of audiences at different stages of family planning programs.
4. List three ways to select priority audiences.
5. List at least five criteria of difference for identifying subgroups within priority audiences most likely to interpret messages in a similar way.
6. List four kinds of audience information needed for communication strategy development.

**Application Objective** (Workbook Section One)
When given research information, the participant will be able to use the four steps in audience analysis given in the unit to identify and organize information in order to: (1) select priority audiences and (2) begin the process of strategy development.

Unit III

**Cognitive Objectives**
The participant will be able to:
1. Given a set of goals, place them in a hierarchy which demonstrates the relationships between them.
2. List and explain two functions of goals as given in the unit.
3. List four criteria for writing communication goals as given in the unit.
4. Identify types of communication change goals for general audiences at different stages of program development.

**Application Objective** (Workbook Section Two)
When given a priority audience and audience analysis data, the participant will be able to write a communication goal that meets the four criteria as given in this unit.

**Unit IV**

**Cognitive Objectives**
The participant will be able to:
1. List four basic communication approaches to change.
2. List the two basic kind of information used as the basis for creating messages (as given in the unit).
3. List five general types of messages.
4. Define what is meant by "source credibility."
5. List five steps in selecting communication media.

**Application Objective** (Workbook Section Three)
When given a priority audience, audience analysis data and a communication goal, the participant will be able to develop a communication strategy which includes choice of communication approach to change, appropriate messages, and channels.

**Unit V**

**Cognitive Objectives**
The participant will be able to:
1. List the functions of management objectives.
2. List three criteria for writing management objectives.
3. Use the criteria to distinguish between objectives that are correctly and incorrectly written.
4. Identify the relationship between communication goals, strategy, management activities, and management objectives.

**Application Objective** (Workbook Section Four)
When given basic information about communication goals and communication strategy, the participant will be able to write management objectives which meet the three criteria as given in this unit.

**Unit VI**

**Cognitive Objectives**
The participant will be able to:
1. Describe three alternative methods of scheduling planned activities.
2. Describe a basic program budget format.
3. List four potential barriers to plan implementation which should be anticipated during plan development.

Application Objectives (Workbook Section Five)
1. When given a set of plan activities and management objectives, the participant will be able to arrange these in a schedule using either the monthly work plan, time and effort chart, or network schedule.
2. When given management objectives and plan activities, the participant will be able to construct a program budget format for those activities.
3. Given a communication plan, the participant will be able to identify potential barriers to implementation.

Unit VII

Cognitive Objectives
The participant will be able to:
1. Describe the difference between management information and program evaluation.
2. Describe the basis of management information systems as given in the unit.
3. Identify four characteristics of information needs for management decisions.
4. List three kinds of management activities on which routine information may be needed for management decisions.
5. Identify three kinds of information which should flow from central management to lower levels in an organization.
6. Describe two kinds of program evaluation.
7. Identify the planners’ major contributions to program evaluation.

Application Objectives (Workbook Section Six)
Given management objectives and activities, a schedule of planned activities, a budget, and knowledge of the structure of a family planning organization, the participant will be able to develop a preliminary design for a management information system.

Given communication goals and strategies, the participant will be able to work with an evaluation expert to design evaluation of program impact.

STRUCTURE OF THE MODULE

There are three basic components to the module: Module Text, Module Workbook, and this Module Manager’s Guide. Each component serves a unique function.
The Module Text

The text is a self-instructional text on principles of communication planning structured around a "Process Model of Communication Planning" which seeks to show the flow of thinking and activity that goes into the planning of a communication program. There are six phases to this model. The Text contains one Unit for each of these six phases, as well as an additional introductory unit which deals with the planning process in general and introduces the learner to the Process Model itself.

Each Unit includes a statement of both cognitive and application objectives, narrative text, examples and cases drawn from research and experience in family planning communication in Asia, Africa, and Latin America, and exercises for practice of major concepts. Self-tests, based directly on the cognitive objectives for each Unit, are also included. Answers for both exercises and self-tests are provided in the texts. Finally, each Unit has a "Notes and Reactions" page for the participant to use to record his or her own ideas, observations, and reactions to the material in the Text.

The Text also contains a final Summary of Major Concepts and three Supplementary Readings. The points at which these readings are used are indicated in the Module Text. In addition to these readings, the following article is used:


This article, which is almost universally available, is extremely helpful, although not essential, to successful achievement of module objectives.

The Module Workbook

The workbook contains a series of planning forms for use in organizing and analyzing planning data preparatory to the development of a family planning communication plan. These forms are organized in sections to correspond with Units in the Text, and are based on concepts and techniques in the appropriate Unit.

The Workbook is used to help learners achieve application objectives. Each Workbook Section begins with the application objective(s) for which the section is used.

At the East-West Center, the Workbook is used with the Case Study that is part of the module Fundamental Human Communication. This Case Study contains a variety of data on a rural Asian family planning communication problem. Participants use the Workbook to organize and analyze this data as the basis for preparing a communication plan.
The Planning Workbook is structured to facilitate a simulated planning process in a relatively short period of time. Participants plan part of a program through all six phases of the planning model that is the heart of the Module Text. Thus the Workbook begins with a complete audience analysis (Planning Forms #1 - #4). Thereafter, participants select one or more audiences for further planning. As they proceed through the Planning Forms, participants continue to narrow down the total planning task by further choices. Goals are written for selected audiences; strategy is developed for selected goals; management activities and objectives are set for selected strategy; schedules and budgets are constructed for selected management activities and objectives; and so on.

As can be seen from the diagram, a partial plan is completed for all phases.

The structure looks like this:

Audience Analysis: Priority Audiences
Planning Forms 1-4

Audience Analysis: Strategy Data for Selected Audiences
Planning Forms 4-7

Goals Set for Selected Audiences
Planning Form 8

Strategy Set for Selected Goals
Planning Forms 9-12

Management Activities and Objectives Designed for Selected Strategies
Planning Form 13

Selected Activities Scheduled and Budgeted; Implementation Plan
Planning Forms 14-17

Management Information and Evaluation Planned for Selected Activities
Planning Forms 18, 19

Figure 1 Workbook Structure
When the Workbook is used for a single country participant group, it is preferable to substitute locally relevant planning data for the Case Study. Specifications for this planning data may be found in a later section of this Manager's Guide.

The Manager's Guide
The Manager's Guide contains a number of suggestions for use of the module in group learning situations, as well as suggestions for adapting the module and for supplementary materials (including audio-visual aids).

THE MODULE MANAGER

The manager of this module should be an experienced communication or education planner, with a good understanding of family planning and family planning communication.

It is recommended that there be one manager (or resource person) for every 5-8 participants in the module. This ratio facilitates small group discussion, as well as individual and small group completion of Workbook exercises. It is possible, of course, to implement the module in ratios as high as thirty participants to one manager; however, under these conditions, it is more difficult to give rapid feedback to participants on the results of exercises in the Text and the Workbook.

The manager's role is different from more traditional teaching settings. Rather than serving as the source of all knowledge, the manager serves a process function--assisting, clarifying, giving feedback, keeping the module on schedule. The manager and his or her assistants are principle resources to participants, not "teachers" in the traditional sense of the term.

ADAPTING THE MODULE

The module has been designed primarily for use with multi-national learning groups. Consequently, those using the module with more homogenous learning groups may want to adapt the material to fit local conditions and needs.

The most important adaptation of the module is the development of local planning data for use as the basis for the planning exercise. Specifications for data needed for the exercise may be found in a later section of this Guide.

In addition, users may consider altering or replacing examples given in the text. Current examples have been drawn from a wide variety of countries and planning situations. Replacing some or all of these with local examples would help to adjust the module to a specific audience.
A third consideration in adaptation is the scheduling of module implement-
ation. The two week schedule suggested in this Guide has been developed for module use at the East-West Center. In other settings, serious consideration should be given to taking more time and, perhaps, supplementing the module with additional reading and activity.
INSTRUCTIONAL RATIONALE

The module is based on certain ideas about the teaching/learning process. These ideas, taken together, form the core of an approach to professional development for adults, and it is important that the module manager understand these ideas for the best use of the materials. These ideas are stated as propositions below.

Subject Matter

The subject matter of communication planning for family planning is still being developed. Moreover, "planning" is a highly subjective process, strongly affected by the human and institutional setting within which it is carried out.

Consequently, there are few "right" answers in communication planning for family planning. Thus we emphasize that all of the techniques and concepts presented in the module may not be universally applicable or useful. This requires the module manager to be flexible in the use of these concepts. It also requires the manager to draw out participant experience and expertise as a major aspect of the learning process.

Self-Instruction

We have found lectures to be less than effective for learning groups; members of our audience tend to read English better than they hear it. Research has shown that, in general, most people read and master complex concepts at differing rates. Consequently, in constructing this module, we have substituted self-instructional Text material for the lecture. This enables learners to become familiar with ideas and techniques at their own pace prior to group discussion and/or exercises for the application of ideas.

Sharing Ideas

A major goal of all East-West Center professional development activity is sharing of ideas among participants. We believe this sharing can be facilitated by common language and familiarity with some common ideas. The Module Text functions as this common point of reference for discussion and analysis. We emphasize that while the ideas in the module are sound, the utility of any particular idea or technique depends greatly on the context in which planning is carried out. Hence group discussion and analysis, and individual and group evaluation of planning concepts contained in the Text, are important aspects of module implementation.
Sharing Responsibility for Learning

We believe that adults can and must share responsibility for achieving learning objectives with the instructional staff. It is important, therefore, that objectives be clearly stated for any learning activity. We have done this in the module. These objectives should be discussed by participants and instructional staff at the beginning of the administration of the module. This enables participants and staff to identify the particularly important areas for learning and to reach agreement on what is to be accomplished.

Relevance

We also believe that learning is most effective when objectives are clearly relevant to participant problems, and when learning materials are based on real life problems and information. For these reasons, we have built into the Text many examples, short cases, data, and exercises that have been drawn from family planning communication work in a number of countries.

Application

Mastery of concept and technique is an important part of learning; application of concept and technique is perhaps even more important. This module has objectives for both kinds of learning. The planning simulation structured around the Workbook provides the major vehicle for application learning; the module Text is the major vehicle for mastery of concept and technique.

Knowledge of Results

Finally, we believe that learning is facilitated when the participant gets regular feedback on progress. The self-tests and exercises in the Text (and answers for both) are major mechanisms for giving the learner feedback on achievement of cognitive objectives. Careful review of products of participant planning by instructional staff is the major mechanism for feedback on achievement of application objectives.
LEARNING ACTIVITIES

The learning activities described below are those used at the East-West Center. These are suggested as a basis for planning for module use in other settings; the adaptation of these activities to meet local conditions and resources is strongly recommended.

KINDS OF ACTIVITY

There are three major participant activities in the module used at the East-West Center: Reading and Application, Planning Analysis, and Plan Development and Presentation. These are structured to enable the participant to master basic concepts and techniques in the Text and to apply them using planning data in the Workbook (Reading and Application); to discuss the results of Workbook Exercises with participants and module managers and to obtain feedback on completed exercises (Planning Analysis); and to prepare and present a final family planning communication plan from completed Planning Analysis (Plan Development and Presentation). This cycle of activity approximates a general learning model of (1) acquisition of ideas; (2) application of ideas with feedback on results; and (3) a final synthesis and review exercise in which all ideas and techniques are used to complete a final product which, in turn, is used as a basis for final review and feedback from module managers.

Reading and Application

The basic information input into the module comes from the Module Text. Participants read the Text, complete exercises and self-tests, and use the Notes and Reaction page provided at the end of each Unit to record their observations regarding Unit content in preparation for group discussion. This activity can be done individually or in small groups. At the East-West Center, we encourage participants to develop their own way of working. Typically, many work alone, while others prefer to work with a small group of fellow participants.

After completing each Unit in the Module Text, the participant turns to the appropriate Section in the Planning Workbook for application of ideas and techniques to planning data. At the East-West Center, we use the Case Study that is part of the module Fundamental Human Communication as a planning data base. Local planning data should be used in other settings.

*With the exception of the Introductory Unit.
Module managers and resource persons should be available to learners during Reading and Application activities to answer questions and provide clarification. This approach makes it possible to individualize the learning experience. Consultation is substituted for lectures.

The allocation of time for Reading and Application in the suggested schedule for the module (given below) is based on the average amount of time required by participants at the East-West Center.

**Planning Analysis**

Following completion of a Reading and Application activity for a given Unit, participants meet in small groups with the module managers to discuss the ideas and their application. These Planning Analysis discussions serve four important functions: (1) clarification of the ideas in the Text; (2) feedback from managers to participants on progress made; (3) provision of a forum in which participants can share ideas and experience; and (4) development of group consensus on Workbook planning forms.

The extensive preparation by each participant prior to Planning Analysis activity results in very focused discussion and sharing. Module managers function during these sessions to encourage flow of ideas, to provide feedback on workbook exercises, and to facilitate group consensus. These sessions can also be used to clarify planning data and issues in the Text.

The manager may, at his or her option, check participant self-tests on the Unit at the beginning of Planning Analysis sessions. This gives both the manager and participants "Knowledge of Results" on progress made, and can provide guidance to the manager on need, if any, for review of basic ideas.

A final, and important, function of Planning Analysis is preparation, by the participant group, for the development of a final communication plan. The exercises in the Workbook are cumulative, and when completed provide the basis for a narrative plan. Managers should help the group keep in mind the eventual use of the completed Workbook exercises.

Planning groups are formed at the beginning of the Module. Determining the composition of groups is a major task for the manager. Where natural groups (such as a number of people from the same agency) do not occur, the manager will form groups in order to meet various goals. If sharing is a major goal, the groups will be made as diverse as possible. If rapid accomplishment of module objectives is the major goal, individuals with similar levels of experience will be grouped together. Pre-test data is of great help in arranging these planning groups.
Plan Development and Presentation

Following the completion of the Module Text and Workbook, participant planning groups develop a narrative family planning communication plan from the completed planning forms in the Workbook. This plan should be written out and a formal presentation prepared by the group.

At the East-West Center, plans are presented to a formal panel made up of the module managers and resource persons, as well as other IEC experts. This panel gives an immediate, oral review of each plan. Other participants are also encouraged to provide feedback to the planning group on the results of their efforts.

Interaction among participants on the final planning exercise is greatly strengthened when each group uses the same planning data. The state of the art in planning communication for family planning is such that the plans of different groups are likely to differ significantly. The planning groups, however, must justify their plans in terms of the data available to them and their understanding of communication and communication planning. Thus data interpretation, as well as understanding of communication and planning, become major points of discussion.

At the East-West Center, we allow a day and a half for preparation of the final plan, and a full day for presentation by four groups. We allow about forty-five minutes for the presentation, and an equal time for review and discussion.

A final activity for managers is to provide a written evaluation of final plans to the groups.

OVERALL SCHEDULE

A suggested overall schedule for administration of the module is given below. This schedule assumes two weeks of learner time, and is organized around four 90-minute sessions each day, plus an evening session. These sessions are numbered for cross-reference to the individual session plans that follow.

The evening sessions in the schedule are optional. Participants proceeding at an average pace through the material should not need these sessions to complete the reading and exercises. The time is available specifically for those participants who work more slowly. It is possible to shorten this schedule by two full days by requiring the evening sessions and by eliminating free time.

INDIVIDUAL SESSION PLANS

Plans for individual sessions within the two-week period are given in the following pages. In each plan, we suggest the main activities to be completed
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**SUGGESTED SUMMARY SCHEDULE - PLANNING COMMUNICATION FOR FAMILY PLANNING**
within each session and provide special instructions for the manager where appropriate.

Individual session plans are cross-referenced to the overall schedule by number.
**Topic:** Introduction to the Module--Pre-testing  
**Session:** #1

**Objective Number(s):** all

**Method(s):** Discussion, testing

**A-V Aids:**

**Materials:** Module Text and Workbook for each participant

<table>
<thead>
<tr>
<th>Activities</th>
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<tr>
<td>Module Manager introduces staff and participants (if necessary)</td>
<td>15 minutes</td>
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<tr>
<td>Participants complete pre-test (if appropriate)</td>
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<td>Topic: Introduction of Module</td>
<td>Session: #2</td>
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<tr>
<td>Objective Number(s): all</td>
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<tr>
<td>Method(s): Discussion</td>
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*flipchart list of cognitive and application objectives for module. Alternative: overhead transparency of objectives taken from Manager's Guide*  

**A-V Aids:**  
- Module Text and Workbook  
- Case Study from *Fundamental Human Communication* or  
- Local Planning Data

**Materials:**

<table>
<thead>
<tr>
<th>Activities:</th>
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<tbody>
<tr>
<td>Manager explains the structure of the module. Using the Text, Workbook and Planning Data explains how the three volumes will be used together to achieve module objectives.</td>
<td>15 min.</td>
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<tr>
<td>Manager explains the relationship between cognitive and application objectives, using a-v aid.</td>
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<td>Manager explains that all objectives will not be appropriate for all participants. Stresses importance of participant evaluation of objectives and ideas in the module.</td>
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<td>Participants ask questions about objectives.</td>
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<td>Participants assemble in small groups to review Planning Data. Participants should become familiar with the range of data available; they should not try to understand the data yet. Managers answer questions and make sure that all planning data is reviewed briefly.</td>
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<tr>
<td>Manager assigns Module Text, Unit I. Participants may work alone or in small groups. Managers available.</td>
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</table>
**Topic:** Introduction to Planning  
**Session:** #3

**Objective Number(s):** Unit I, 1-6

**Method(s):** Participant Reading

**A-V Aids:**

**Materials:** Module Text, Unit I

**Activities:**  
Participants read Unit I and complete exercises and self-test. Participants may work alone or in small groups. Managers available for consultation.  

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Objectives:

Session 4, Unit I, 1-6

Method(s):

Film and Discussion

Film:

"Family Planning Mass Media" film

A-V Aids:

Poster, slide or overhead transparency of Process Model

Activities:

Manager uses A-V aid to review Process Model of Planning

Participants view film. Participants are asked to look for evidence of how the mass media campaign shown in the film was planned. They can use the Process Model as a Guide.

*Participants should find evidence of audience analysis; pre-testing; evaluation; management planning

Discussion in Small Groups:

Participants discuss film in small groups, identifying aspects of planning evident. Use the film as a springboard for discussion of how planning is done in their organization. Managers facilitate discussion.

Manager assigns Text, Unit II and Workbook Section One to be completed before Session #8. Reviews purposes of Workbook. May indicate which data are most relevant for Workbook Section One (optional, depending on results of Session #2).
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<tr>
<th>Topic: Audience Analysis</th>
<th>Session: #5, 6, 7</th>
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<tr>
<td><strong>Objective Number(s):</strong></td>
<td>Unit II, all objectives</td>
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<td><strong>Method(s):</strong></td>
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<td><strong>A-V Aids:</strong></td>
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<tr>
<td><strong>Materials:</strong></td>
<td>Module Text, Unit II; Workbook Section One; Planning Data</td>
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**Activities:**

- Participants read Text Unit II, completing exercises and self-test, and complete Workbook Section One

- Session 5 optional.

- Manager available for consultation.

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**Topic:** Audience Analysis

**Session:** #8, 9

**Objective Number(s):** Unit II, all objectives

**Method(s):** Small Group Planning Analysis

**A-V Aids:**

**Materials:** Workbook Section One; Planning Data

**Activities:**

- (Optional: Managers review Unit II Self-tests in small groups)
- Manager forms Planning Groups of 5-8 participants

- Planning Groups identify planning data used to complete Workbook Section One

- Planning Group reviews all data, analyzing, interpreting, and relating data to forms. Managers assist by answering questions.

- Planning Groups review Planning Forms #1-7 and attempt to reach agreement on analysis as a first component of the total Plan Analysis.

**Time**

- 10 min.
- 15 min.
- 1 hr.
- 1-2 hrs.

**Note to Manager:** This first Planning Analysis session is usually the most difficult. Participants must not only become accustomed to using planning techniques which may be new to them, they must also become familiar with planning data. Depending on the entering level of expertise, this session may take additional time. If necessary, the optional evening session may be used. Alternatively, the free time scheduled in session #14 may be used by moving sessions 11-13 back in the schedule. Thus an additional three hours may be made available for this exercise while still staying within the general schedule.

When Audience Analysis completed to Group satisfaction, Manager assigns Text, Unit III and Workbook, Section Two.
**Topic:** Communication Goals  
**Session:** #10, 11, 12

**Objective Number(s):** Unit III, all objectives

**Method(s):** Reading and Application

**A-V Aids:**

**Materials:** Module Text, Unit III: Workbook, Section Two; Planning Data

**Activities:**

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Participants read Text Unit III, completing exercises and self-test, and complete Workbook Section Two.

Session 10 optional.

Managers available for consultation.
**Topic:** Communication Goals  
**Session:** #13

**Objective Number(s):** Unit III, all objectives

**Method(s):** Planning Analysis

**A-V Aids:**

**Materials:** Module Text, Unit III; Workbook Section Two; Planning Data

### Activities:

- **Optional:** Manager(s) review self-tests, Unit III.  
  
- Planning Groups review work completed in Workbook Section Two, Planning Form #8. Communication goals set are analyzed for conformance to criteria given in text. Group decides whether goals are appropriate given audience analysis data. Group seeks consensus on goals for several audiences.

Manager assigns Module Text Unit IV, Workbook Section III

- **Time:** 15 min.
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<tr>
<td>Free Time for participants to review, read ahead, think about things.</td>
<td>25</td>
<td></td>
</tr>
</tbody>
</table>
**Topic:** Communication Strategy: Overview

**Session:** #16

**Objective Number(s):** Unit IV, all objectives

**Method(s):** Small Group Discussion, Synthesis

**A-V Aids:**

**Materials:**

**Activities:**

Planning Groups assemble in same room. Each group develops list of major components of communication strategy as the term is understood by group members. 20 min.

Each group reports list to total participant group. Manager develops comprehensive list of components on blackboard. 30 min.

Total group discusses list, eliminates overlapping components, adds new components, until group satisfied with the list. 20 min.

Manager reviews the elements of communication strategy as outlined in Module Text (Unit IV). List of components developed by participants will probably agree in general with components in module. Manager explains differences as being caused by different perceptions of planning in different settings. Manager does not try to attain agreement on strategy but to highlight areas where participants agree and reason for areas of disagreement. 15 min.

Manager assigns Text Unit IV, Workbook Section Three 5 min.
<table>
<thead>
<tr>
<th>Topic:</th>
<th>Communication Strategy</th>
<th>Session:</th>
<th>#17, 18, 19, 20</th>
</tr>
</thead>
<tbody>
<tr>
<td>Objective Number(s):</td>
<td>Unit IV, all objectives</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Method(s):</td>
<td>Reading and Application</td>
<td></td>
<td></td>
</tr>
<tr>
<td>A-V Aids:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Materials:</td>
<td>Module Text, Unit IV; Workbook Section Three; Planning Data</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Activities:</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participants read Text Unit IV, completing exercises and self-test, and complete Workbook Section Three.</td>
<td>4.5 hours</td>
</tr>
<tr>
<td>Session 20 optional</td>
<td>1.5 hours</td>
</tr>
<tr>
<td>Managers available for consultation.</td>
<td></td>
</tr>
<tr>
<td>Topic: Communication Strategy</td>
<td>Session: #21, 22</td>
</tr>
<tr>
<td>-------------------------------</td>
<td>------------------</td>
</tr>
</tbody>
</table>

**Objective Number(s):** Unit IV, all objectives

**Method(s):** Planning Analysis

**A-V Aids:**

**Materials:** Workbook Section Three; Planning Data

**Activities:**

Optional: Manager(s) review self-tests, Unit III

Planning Groups review work completed in Workbook Section Three, Planning Forms #9-12. Group reviews member answers on planning forms, and discusses decisions made on communication approach, on messages and sources, and on communication channels in light of planning data and planning principles in the Text. Groups try to reach consensus decisions on these strategy components that are supported by the planning data.

Group records consensus on Planning Form #12, Communication Strategy Matrix.
Manager assigns Text Unit V, Workbook Section Four.

Note to Managers: There may be strong difference of opinion within Planning Groups on the proper strategy. These differences will be in part based on different perceptions of how communication works. When differences are based primarily on data interpretation, and when differing interpretations may be legitimate, do not force consensus. Differing strategies based on different understanding of communication and planning principles may indicate need for review of Text. Use Session 25 for this purpose if necessary.

**Time**

- 15 min.
- 3 hours
**Topic:** Setting Management Objectives  
**Session:** #23, 24, 25

**Objective Number(s):** Unit V, all objectives

**Method(s):** Reading and Application

**A-V Aids:**

**Materials:** Module Text Unit V; Workbook Section Four; Planning Data

**Activities:**

<table>
<thead>
<tr>
<th>Activity</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participants read Text Unit V, completing exercises and self-test, and complete Workbook Section Four</td>
<td>3 hours</td>
</tr>
<tr>
<td>Session 25 optional</td>
<td>1.5 hours</td>
</tr>
</tbody>
</table>

Managers available for consultation.
### Objective Number(s):
Unit V, all objectives

### Method(s):
Planning Analysis

### A-V Aids:

### Materials:
Workbook Section Four; Planning Data

<table>
<thead>
<tr>
<th>Activities:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Optional: Manager(s) review self-tests, Unit V</td>
</tr>
<tr>
<td>Planning Groups review Workbook Section Four, planning form #13. Management activities and objectives chosen to implement strategy reviewed for logical consistency. Group attempts to reach consensus on management activities and objectives.</td>
</tr>
</tbody>
</table>

Note to Managers: If participants are drawn from one planning situation and are working with real planning data, it is possible to work towards complete consensus on management activities and objectives. Participant understanding of how things get done within a particular setting will make this possible.

When working with simulation planning data and participants drawn from a number of different planning settings, this exercise becomes more imaginative and consensus is less possible. Participants will tend to set activities and objectives based on how things are done in their own (differing) planning situations. Consensus on a set of activities and objectives however, is necessary for completion of succeeding Units and Workbook Sections. Thus, Planning Groups should, if necessary, "agree to disagree" and make up a consensus planning form #13.

Manager assigns text Unit VI, Workbook Section Five.
<table>
<thead>
<tr>
<th>Topic: Planning Activities</th>
<th>Session: #28, 29, 30, 31</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Objective Number(s):</strong> Unit VI, all objectives</td>
<td></td>
</tr>
<tr>
<td><strong>Method(s):</strong> Reading and Application</td>
<td></td>
</tr>
<tr>
<td><strong>A-V Aids:</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Materials:</strong> Module Text Unit VI; Workbook Section Five; Planning Data</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Activities:</strong></th>
<th><strong>Time</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Participants read Text Unit VI, completing exercises and self-test, and complete Workbook Section Five.</td>
<td>4.5 hours</td>
</tr>
<tr>
<td>Session 30 optional</td>
<td>1.5 hours</td>
</tr>
<tr>
<td>Managers available for consultation</td>
<td></td>
</tr>
<tr>
<td>Topic: Planning Activities</td>
<td>Session: #32, 33</td>
</tr>
<tr>
<td>---------------------------</td>
<td>------------------</td>
</tr>
<tr>
<td><strong>Objective Number(s):</strong> Unit VI, all objectives</td>
<td></td>
</tr>
<tr>
<td><strong>Method(s):</strong> Planning Analysis</td>
<td></td>
</tr>
<tr>
<td>Flipchart or overhead transparencies of following pages in Text: 119, 125, 126, 127, 134, 137, 142, 152, 155-158</td>
<td></td>
</tr>
<tr>
<td><strong>A-V Aids:</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Materials:</strong> Module Text, Unit VI; Workbook Section Five; Planning Data</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Activities:</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Optional:</strong> Managers review self-tests, Unit VI</td>
<td>15 min.</td>
</tr>
</tbody>
</table>

**Total Group Activity:** Using visual aids, manager reviews basic steps in constructing a time and effort chart and a network schedule. Answers questions.

If necessary, manager also reviews basic steps in constructing a program budget, using visual aids.

**Planning Groups:** review Workbook Section Five, planning forms #14-17. 2:15 hours

Groups select a scheduling method to use in final plan presentation, and develop a schedule of activities for one or more management activities.

Groups also develop a model program budget for one or more activities.

**Note to Managers:** Instructions for completing the planning forms should be followed carefully. Normally, there is not time for participants to develop schedules and a budget for a full set of management activities. If the module is being used in a real planning situation, at least one more day must be allowed if full schedules and budgets are to be developed.

Manager assigns Module Text, Unit VII, and Workbook Section VI.
<table>
<thead>
<tr>
<th>Topic: Planning Evaluation</th>
<th>Session: #34, 35, 36</th>
</tr>
</thead>
<tbody>
<tr>
<td>Objective Number(s): Unit VII, all objectives</td>
<td></td>
</tr>
<tr>
<td>Method(s): Reading and Application</td>
<td></td>
</tr>
<tr>
<td>A-V Aids:</td>
<td></td>
</tr>
<tr>
<td>Materials: Module Text Unit VII; Workbook Section Six; Planning Data</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Activities:</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participants read Text Unit VII, completing exercises and self-test, and complete Workbook Section Six</td>
<td>3 hours</td>
</tr>
<tr>
<td>Session 35 optional</td>
<td>1.5 hours</td>
</tr>
<tr>
<td>Managers available for consultation</td>
<td></td>
</tr>
<tr>
<td>Topic: Planning Evaluation</td>
<td>Session: #37</td>
</tr>
<tr>
<td>---------------------------</td>
<td>--------------</td>
</tr>
<tr>
<td><strong>Objective Number(s):</strong></td>
<td>Unit VII, all objectives</td>
</tr>
<tr>
<td><strong>Method(s):</strong></td>
<td>Planning Analysis</td>
</tr>
<tr>
<td><strong>A-V Aids:</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Materials:</strong> Workbook Section Six; Planning Data</td>
<td></td>
</tr>
<tr>
<td><strong>Activities:</strong></td>
<td><strong>Time</strong></td>
</tr>
<tr>
<td>Optional: Managers review self-tests, Unit VII</td>
<td>15 min.</td>
</tr>
<tr>
<td>Planning Groups review completed planning forms in Workbook Section Six, planning forms 18, 19. Management Information Systems and evaluation plans reviewed for consistency with principles in Text.</td>
<td>1:15 hours</td>
</tr>
</tbody>
</table>
### Preparation for Final Planning Exercise

**Session:** #38

**Objective Number(s):** all

**Method(s):** Discussion

**A-V Aids:**

**Materials:**

<table>
<thead>
<tr>
<th>Activities</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Manager explains purpose of final Planning Group Exercise. Planning Groups:</td>
<td>1.5 hours</td>
</tr>
<tr>
<td>1. Review completed consensus planning forms from Planning Group Work.</td>
<td></td>
</tr>
<tr>
<td>2. Prepare narrative communication plan from planning forms. The plan should include all six phases of planning.</td>
<td></td>
</tr>
<tr>
<td>3. The narrative plan should be developed for a planning review panel which will evaluate the plan against the principles in the Text, and which will want participant reasons for audience selection, goal setting, etc.</td>
<td></td>
</tr>
<tr>
<td>4. Participants are advised to make visual aids to support their presentations.</td>
<td></td>
</tr>
<tr>
<td>5. Each Planning Group will be allocated one and one half hours for the presentation. Forty-five minutes of this period will be set aside for questions and review.</td>
<td></td>
</tr>
<tr>
<td>Topic:</td>
<td>Plan Development</td>
</tr>
<tr>
<td>-------------</td>
<td>------------------------------------------------------</td>
</tr>
<tr>
<td>Objective Number(s):</td>
<td>all</td>
</tr>
<tr>
<td>Method(s):</td>
<td>Planning Group Work</td>
</tr>
<tr>
<td>A-V Aids:</td>
<td>flipcharts available for Planning Group visual aid development.</td>
</tr>
<tr>
<td>Materials:</td>
<td>Completed Workbooks, Module Text, Planning Data</td>
</tr>
<tr>
<td>Activities:</td>
<td>Planning groups develop plan from completed planning forms.</td>
</tr>
<tr>
<td></td>
<td>Written plans submitted at end of Session 45 for duplication.</td>
</tr>
<tr>
<td>Topic: Plan Presentation</td>
<td>Session: #46 - 48</td>
</tr>
<tr>
<td>--------------------------</td>
<td>------------------</td>
</tr>
</tbody>
</table>

**Objective Number(s):** all

**Method(s):** Planning Group presentation to Plan Review Panel

**A-V Aids:** as developed by Planning Groups

**Materials:**

**Activities:**
Each Planning Group makes 15 minute presentation to Plan Review Panel. Following each presentation, Plan Review Panel gives feedback. Other participants ask questions, make comments.

Each plan is distributed to all participants and Panel Members.

**Note to Managers:**

Immediate feedback to Planning Groups on their presentations is important. Each Panel Member should have studied written plans the evening before for best results. Feedback should be structured around principles in the Text. The Module Summary and Review pp. 203-207 is a useful guide for feedback.

**Time**

4.5 hours

(assumes 3 Planning Groups)
Topic: Final Review  Session: #49

Objective Number(s): all

Method(s): Discussion

A-V Aids:

Materials:

Activities:

Managers and participants review total module.
Participants give oral feedback to managers on ways module can be improved. Final questions answered.

Post-test (if appropriate)

Time

1.5 hours
SUPPLEMENTARY MATERIALS

The module is largely complete and self-sufficient. A number of materials are used in Honolulu, however, as additional resources to the learning process. These are listed below.

AUDIOVISUAL AIDS

At the East-West Center we use the film "Family Planning Mass Media," a UNESCO film, produced by World-wide Pictures, Ltd., 21-25 St. Anne's Court, London, WN 3 AW 01-434-1121. This film serves as a springboard for an introductory discussion of communication planning for family planning. The film, which features the experimental family planning communication program of Esfahan, Iran, is widely available.

At a number of points in the module schedule, flipchart or overhead transparency visuals based on diagrams in the Module Text are suggested for Manager use.

ADDITIONAL READINGS

A small number of additional reading materials are suggested in the Module Text. These are listed below, together with a number of additional readings in family planning communication which would be helpful in expanding the scope of the module (for example, for a semester course at the university level).


In addition to these reading suggestions, managers might want to review the other EWCI Professional Development Modules (listed in the Editor's Introduction to this volume). These modules explore, in some depth, aspects of family planning communication dealt with only generally in this Planning module.

**PLANNING EXERCISE**

Application of principles in the module Text to planning data is a major component of the use of the module in group learning situations. Managers may use the Fundamental Human Communication Case Study as a data base. Preferably, local planning data directly relevant to the professional responsibilities of learners should be used. A list of the kinds of data which should be assembled is provided below. It is important to note that the planning exercise can be completed with incomplete data. Doing so, however, requires participants to make assumptions where data are not available as the basis for planning.

**PLANNING DATA SPECIFICATIONS**

**General**

1. Historical data on the development of the family planning program
   *(Use: Planning Form #1)*

2. Information on the structure of relevant IEC organizations and programs
   *(Use: Planning Forms #13-18)*

**Audience Data**

*(Use: Planning Forms #2-7)*

1. Demographic information, at a minimum:
   a. age distribution of the population
   b. geographic distribution
   c. age-specific birth rates

2. Socio-economic indicators. The distribution of the population by:
   a. sex  
   b. income  
   c. occupation  
   d. literacy  
   e. level of education  
   f. marital status  
   g. religion  
   h. cultural/linguistic sub-groups

40
3. Family Planning Knowledge, Attitude and Practice (KAP Survey Data)

*At a minimum, you should try to assemble data for different age groups and different geographical distribution, and by sex. Additional cross tabulations (such as by religion, level of education, etc.) are extremely helpful.

- contraceptive practice by method
- contraceptive continuation/discontinuation rates
- level of knowledge/awareness of family planning, of specific methods
- attitude/value data with respect to family planning, contraception
- actual, desired, and ideal family size

4. Communication Access and Behavior Data

(Use: Planning Forms #10-12)

- access to particular media (e.g., newspapers, radio, traditional drama, television, magazines) by age, sex, and location. Other cross tabulations (by religion, culture group, occupation, etc.) extremely helpful.
- enrollment in formal and nonformal (extension) education
- media habits: which newspapers/magazines read? Favorite radio/TV shows. Listening times. Whether media used alone or in groups.
- communication patterns within the audience. Networks, opinion leaders and influentials. Traditional forms of communication, such as parables, stories, songs. Communication patterns between men and women, husbands and wives.
- frequency and length of contact with family planning field workers.

5. Qualitative data about how people live and communicate together. This data can be drawn from case studies, anthropological research, or the experience of program administrators.

By conforming more or less to these minimum data specifications, it is possible to devise an interesting and stimulating planning exercise.

Alternatively, the module manager may want to use whatever planning data is routinely available to participants, regardless of how well this data conforms to the list above. This approach has the advantage of realism, however, it may not help participants to see how various kinds of data can be used for planning.
PREPARING FOR THE EXERCISE

Whatever data is assembled, the manager should prepare for the planning exercise by pre-testing the data with the Planning Workbook. Managers should complete all planning forms, using the data. This will help them anticipate problems and participant questions, and may also tell them if they need additional data for the exercise.
EVALUATION

There are two kinds of objectives for this module, cognitive and application. This requires two kinds of evaluation.

For the application objectives, evaluation is based on manager review and analysis of the plans that participants produce. These plans should be examined for evidence of learning of the basic concepts summarized at the end of the module text. This summary can be used as a check list for evaluation purposes.

Achievement of the cognitive objectives can be tested through written pre- and post-evaluations. Evaluation instruments and answer sheets are provided in the following pages. The test items in the evaluations are based directly on the objectives listed for each Unit in the Text. If any adaptation of the objectives and the text is done, the evaluation items should also be revised.

The test items are criterion-based. That is, they require the participant to perform the same behavior described in the objectives for each unit. Thus the answers are either "right" or "wrong." In evaluating how the module has helped participants to learn, score the items and compute the differences between pre- and post-test scores for each participant. The resulting data will help the manager to assess which aspects of the total module experience need strengthening. For example, if the participants do not show strong improvement on a particular item, the manager should examine both the module text and the way in which the text was used to achieve the specified objective in order to identify the improved instructional activity called for.

The test items (pre-test part two; post-test all items) are given in the order that cognitive objectives appear in the Text. For example, the first test item is based on the first objective in the first Unit.

The pre-evaluation also includes a number of questions (part one) designed to give the manager background information on participant planning responsibilities.
**Instructions:** In the pages below you will find some questions about your background and experience in planning communication for family planning. The answers to these questions will help the module manager to arrange module activities to fit your needs and interests.

1. **What is your current job?** Please write your title and list your major duties (a duty is a specific activity such as "train fieldworkers").

2. **Describe your planning responsibilities in general.**
PLANNING FAMILY PLANNING COMMUNICATION

Pre-Evaluation
Part One

Instructions: In the pages below you will find some questions about your background and experience in planning communication for family planning. The answers to these questions will help the module manager to arrange module activities to fit your needs and interests.

1. What is your current job? Please write your title and list your major duties (a duty is a specific activity such as "train fieldworkers").

2. Describe your planning responsibilities in general.
3. What is the geographical area for which you plan? (check one)
   _____ national
   _____ province, state
   _____ city
   _____ more than one province or state (sometimes called a "region")
   _____ other: (please specify) ________________________________
   ___________________________________________________________

4. Which media do you plan for? (check as many as apply)
   _____ fieldworkers (interpersonal)
   _____ radio
   _____ television
   _____ newspapers
   _____ film
   _____ nonformal, adult education classes (such as agricultural extension, literacy, labor education, etc.)
   _____ other: (please specify) ________________________________
   ___________________________________________________________

5. How long are the programs you plan for? (check one)
   _____ my programs are campaigns, lasting one or two months or less
   _____ my programs last all year
   _____ other: (please specify) ________________________________
   ___________________________________________________________
6. Check the description(s) that is (are) closest to your planning situation:
(you may check more than one)

______ I plan alone
______ I plan with others at the same level in my organization
______ I plan with others both at my level and above (or below) me in the organization
______ I take part in joint planning for several organizations

7. Check the description that is most like your planning situation:

______ I make a plan, then request a budget to support my planned activities
______ I am given a budget, and must then plan activities within that budget

8. Check the description that is most like your planning situation:

______ I plan evaluation alone
______ I plan and conduct evaluation alone
______ I plan evaluation with evaluation experts in my agency or other agencies
______ I do not plan, help plan, or conduct evaluation

9. Describe the last family planning information education, or communication plan that you prepared or helped prepare.
10. What is the most serious planning problem you have had in the last year?

11. If you could learn only three things about planning that would help you to plan better, what would they be?
PLANNING FAMILY PLANNING COMMUNICATION

Pre-Evaluation

Part Two

Instructions: In the following pages you will find a number of questions that test your mastery of the major concepts to be presented in the module. Your answers to these questions will help the module manager adjust planned activities to meet your needs and interests.

Answer each question as best you can. If you cannot answer a question, leave it blank. Remember! If you can answer all of these questions, you should be managing this module! And if you do answer all correctly, we'll make you a manager!
1. "Planning" is a very important process, whether it is communication planning or another kind of planning. List below at least five important aspects of planning in general.

a. 

b. 

c. 

d. 

e. 

Other: 

2. In planning communication programs, the planner goes through a series of steps or "phases" in planning. List below the steps a communication planner should take in developing a communication plan. List at least six steps.

a. 

3. Describe at least two reasons why a communication planner might study and analyze audiences.

a. 

b. 

g. Other: 

3. Describe at least two reasons why a communication planner might study and analyze audiences.
4. There are several kinds of analyses that a planner will carry out for audiences of family planning communication. These analyses will also be carried out in a certain order, with one kind of analysis followed by another. Thus these analyses may be thought of as "steps" in audience analysis. List the steps a communication planner would take in analyzing audiences. You should list at least four steps.

a. 

b. 

c. 

d. 

e. 

Other:
5. Different audiences can be more important at different stages of development of a family planning program. For example, it may be more important to reach one kind of audience at early stages of the program, and different audiences at a later stage. In the spaces below, list at least five general kinds of audiences that are important at different stages of program development of the total program. The stages are shown by the large arrow on the left.

<table>
<thead>
<tr>
<th></th>
<th></th>
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<th></th>
<th></th>
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</tr>
</thead>
<tbody>
<tr>
<td>Program first begun</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mature, well-established program</td>
<td></td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>

Other:  

6. Family planning communicators can seldom communicate with every audience. This means that planners must choose from (or set priorities among) a large number of possible audiences. List at least three ways in which planners can
choose priority audiences. You might think of each "way" as representing a "rule" to use in deciding which audience is most important.

a. 

b. 

c. 

Other: 

7. Within general audiences for family planning communication, there will be many smaller groups of people who are different according to certain characteristics or criteria (a simple example is whether they are male or female). These characteristics will determine how these sub-groups give meaning to family planning messages. List below at least five different characteristics or criteria that the planner can use to divide up large general audiences into smaller audiences that are likely to give the same meaning to a family planning message.

a. 

b. 

c. 

8. List below at least four kinds of information about audiences that the family planning communication planner needs in order to develop a communication strategy.

a. 

b. 

c. 

d. 

e. 

Other: 


9. Given below is a set of family planning goals. You are to place these goals in a "hierarchy" showing relationships between them by placing a "1" in the space beside the highest or most important goal, a "2" beside the next highest, a "3" by the goal that comes after "2," and so on.

____ a. Obtain 300,000 oral pill acceptors by 1980.

____ b. Lower rural unemployment to 12% by 1995.

____ c. Strengthen national economy.

____ d. By 1978, a sample survey will show that 85% of men and women age 20-25 nationwide will be able to explain the use and benefits of the oral pill.

____ e. Reduce average number of children per couple in age group 20-25 from 5 to 3 by 1980.

10. List and explain at least two important reasons why planners set goals.

a. 

b. 

Other:

11. List at least four kinds of information that should be included in a communication goal.

a. 

12. Below are listed five different kinds of audiences for family planning communication. Also listed are five different kinds of goals which communication planners might try to achieve with different audiences. Match each audience with the type of goal most often appropriate by writing the letter of the appropriate goal in the space beside the audience.

<table>
<thead>
<tr>
<th>Audiences</th>
<th>Types of Goals</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Program Staff</td>
<td>a. Values change</td>
</tr>
<tr>
<td>2. National Leaders and Elites</td>
<td>b. Knowledge and skill improvement</td>
</tr>
<tr>
<td>3. Ready Acceptors</td>
<td>c. Skill in telling others about family planning</td>
</tr>
<tr>
<td>4. Special &quot;Hard to Convince&quot; Group</td>
<td>d. Information to satisfy existing motivation</td>
</tr>
<tr>
<td>5. Current Users</td>
<td>e. Knowledge and attitudes on population policy</td>
</tr>
</tbody>
</table>
13. There are several different kinds of communication, each of which may be used to achieve different kinds of goals. These can be called "communication approaches to change." List and define at least four different approaches below.

a. 

b. 

c. 

d. 

Other: 

14. As the planner develops a strategy, he must, at some point, decide "what to say" to each audience. This is the problem of message construction, and like all planning problems, it requires information. List and explain at least two basic kinds of information about an audience necessary for writing effective family planning messages.

a. 

b. 

15. List and explain at least five different kinds of messages, or "what to say," generally used in family planning communications.

a. 

b. 

c. 

d. 

e. 

Other: 

16. A common term in communication planning is "source credibility." Define "source credibility" in the space below.

17. A major part of communication planning is choosing media for a total strategy. In the space below write the steps a communication planner should go through in choosing media. Try to list at least five different steps.

a. 

b. 

c. 

d. 

e. 

Other:
18. In addition to setting communication goals, communication planners must also set objectives for management activities which the planner designs for implementation of strategy. Write below at least two functions that management objectives serve.

a. 

b. 

Other:

19. List below at least three kinds of information which should be included in a management objective.

a. 

b. 

c. 

Other:
20. Below are listed four management objectives. Some of these objectives are well-written, and others are poorly written. Place a check (✓) beside the objectives that are well-written.

_____ a. The Media Division of the National Family Planning Board will write two 5 page prototype pamphlets on the IUD by July 1, 1977.

_____ b. Pre-test the 16mm family planning films produced by the National Film Board by May 15, 1975.

_____ c. The Rural Development Ministry will provide 3 one-day orientation seminars on family planning for a total of 90 provincial development staff.

_____ d. The Research Division of the National Family Planning Board will submit a pre-test data analysis on 3 radio spots to the Media Division by June 1, 1977.

21. In the space provided describe the relationship between communication goals, strategy, management activities, and management objectives.
22. Family planning communication planners often plan complicated programs and campaigns, with many different activities (including radio programs, TV, fieldworkers, and all the production, testing and evaluation necessary for each of these media). In the space below, describe at least three methods for scheduling a series of complicated activities.

a. 

b. 

c. 

Other:

23. A very important part of planning is developing a budget. A kind of budgeting that is being used more and more is program budgeting. In the space below describe the main features of a program budget.
24. A major part of planning is looking ahead to implementation and anticipating problems or "barriers" which might make implementation difficult. In the space below list at least four kinds of barriers.

a. 

b. 

c. 

d. 

Other: 

25. Describe the difference between management information and program evaluation.
26. Describe the main thing that managers do on which management information systems are based.

27. Managers make decisions based on information. In the space below, describe at least four characteristics of information for management decisions.

a. 

b. 

c. 

d. 

Other: 

28. All managers must make decisions on a number of problems. List at least three major areas of program effort for which decision information is required.

a. 

b. 

c. 

Other: 

29. List at least three kinds of information which should flow from central management to lower levels in an organization.

a. 

b. 

c. 

30. Describe at least two kinds of program evaluation.

a. 

b. 

31. Program evaluation is often planned by planners, researchers, and evaluators working together. What information does the planner contribute to the planning of program evaluation? List at least two kinds of information.

a. 

b. 
Other: ____________________________

____________________________

____________________________
PLANNING FAMILY PLANNING COMMUNICATION

Post-Evaluation

Instructions: In the following pages you will find a number of questions that test your mastery of the cognitive or "knowing" objectives which this module seeks to help you achieve.

Answer each question as best you can in the space provided.
1. "Planning" is a very important process, whether it is communication planning or another kind of planning. List below the five important aspects of planning in general given in the module.

a. 

b. 

c. 

d. 

e. 

2. In planning communication programs, the planner goes through a series of steps or "phases" in planning. List below the six steps a communication planner should take in developing a communication plan as given in the module.

a. 

b. 

c. 

3. Describe two reasons why a communication planner might study and analyze audiences as given in the module.

a. 

b. 

d. 

e. 

f. 

4. There are several kinds of analyses which a planner will carry out for audiences of family planning communication. These analyses will also be carried out in a certain order, with one kind of analysis followed by another. Thus these analyses may be thought of as "steps" in audience analysis. List the steps a communication planner would take in analyzing audiences as given in the module. You should list four steps.

a. 

b. 

Different audiences can be more important at different stages of development of a family planning program. For example, it may be more important to reach one kind of audience at early stages of the program, and different audiences at a later stage. In the spaces below, list at least five general kinds of audiences that are important at different stages of program development of the total program. The stages are shown by the large arrow on the left.

Stage of Program

Program first begun

Mature, well-established program
6. Family planning communicators can seldom communicate with every audience. This means that planners must choose from (or set priorities among) a large number of possible audiences. List three ways in which planners can choose priority audiences, as given in the module.

a. 

b. 

c. 

7. Within general audiences for family planning communication, there will be many smaller groups of people who are different according to certain characteristics or criteria (a simple example is whether they are male or female). These characteristics will determine how these sub-groups give meaning to family planning messages. List below at least five different characteristics or criteria that the planner can use to divide up large general audiences into smaller audiences which are likely to give the same meaning to a family planning message.

a. 

b. 

c. 

d. 

8. List below four kinds of information that the family planning communication planner needs in order to develop a communication strategy.

a. 

b. 

c. 

d. 

9. Given below is a set of family planning goals. You are to place these goals in a "hierarchy" showing relationships between them by placing a "1" in the space beside the highest or most important goal, a "2" beside the next highest, a "3" by the goal that comes after "2," and so on.

   a. Obtain 300,000 oral pill acceptors by 1980.
   b. Lower rural unemployment to 12% by 1995.
   c. Strengthen national economy.
   d. By 1978, a sample survey will show that 85% of men and women age 20-25 nationwide will be able to explain the use and benefits of the oral pill.
   e. Reduce average number of children per couple in age group 20-25 from 5 to 3 by 1980.
10. List and explain two important reasons why planners set goals, as given in the module.

a. 

b. 

11. List four kinds of information that should be included in a communication goal, as given in the module.

a. 

b. 

c. 

d. 

12. Below are listed five different kinds of audiences for family planning communication. Also listed are five different kinds of goals which communication planners might try to achieve with different audiences. Match each audience
with the type of goal most often appropriate by writing the letter of the appropriate goal in the space beside the audience.

<table>
<thead>
<tr>
<th>Audiences</th>
<th>Types of Goals</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Program Staff</td>
<td>a. Values change</td>
</tr>
<tr>
<td>2. National Leaders and Elites</td>
<td>b. Knowledge and skill improvement</td>
</tr>
<tr>
<td>3. Ready Acceptors</td>
<td>c. Skill in telling others about family planning</td>
</tr>
<tr>
<td>4. Special &quot;Hard to Convince&quot;</td>
<td>d. Information to satisfy existing motivation</td>
</tr>
<tr>
<td>Group</td>
<td>e. Knowledge and attitudes on population policy</td>
</tr>
<tr>
<td>5. Current Users</td>
<td></td>
</tr>
</tbody>
</table>

13. There are several different kinds of communication, each of which may be used to achieve different kinds of goals. These can be called "communication approaches to change." List and define four different approaches below, as given in the module.

a. __________________________________________

b. __________________________________________

c. __________________________________________

d. __________________________________________
14. List and explain two basic kinds of information about an audience necessary for writing effective family planning messages, as given in the module.

a. 

b. 

15. List and explain five different kinds of messages generally used in family planning communications, as given in the module.

a. 

b. 

c. 

d. 

e. 

16. A common term in communication planning is "source credibility." Define "source credibility" in the space below.
17. A major part of communication planning is choosing media for a total strategy. In the space below write the steps a communication planner should go through in choosing media, as given in the module.

a. 

b. 

c. 

d. 

e. 

18. In addition to setting communication goals, communication planners must also set objectives for management activity. Write below two functions of management objectives, as given in the module.

a. 

b. 
19. List below three kinds of information which should be included in a management objective, as given in the module.

a. 

b. 

c. 

20. Below are listed four management objectives. Some of these objectives are well-written, and others are poorly written. Place a check (√) beside the objectives that are well-written.

___ a. The Media Division of the National Family Planning Board will write two 5 page prototype pamphlets on the IUD by July 1, 1977.

___ b. Pre-test the 16mm family planning films produced by the National Film Board by May 15, 1975.

___ c. The Rural Development Ministry will provide 3 one-day orientation seminars on family planning for a total of 90 provincial development staff.

___ d. The Research Division of the National Family Planning Board will submit a pre-test data analysis on 3 radio spots to the Media Division by June 1, 1977.
21. In the space provided describe the relationship between communication goals, strategy, management activities, and management objectives, as given in the module.

____________________________________________________________________

____________________________________________________________________

____________________________________________________________________

____________________________________________________________________

22. Family planning communication planners often plan complicated programs and campaigns, with many different activities. In the space below, describe three methods for scheduling a series of complicated activities, as given in the module.

a. ___________________________________________________________________

b. ___________________________________________________________________

c. ___________________________________________________________________

23. A very important part of planning is developing a budget. A kind of budgeting that is being used more and more is program budgeting. In the space below describe the main features of a program budget, as given in the module.

____________________________________________________________________

____________________________________________________________________

____________________________________________________________________

____________________________________________________________________
24. A major part of planning is looking ahead to implementation and anticipating problems or "barriers" which might make the implementation difficult. In the space below list four kinds of barriers, as given in the module.

a. 

b. 

c. 

d. 

25. Describe the difference between management information and program evaluation, as given in the module.
26. As given in the module, describe the main thing that managers do on which management information systems are based.

27. Describe four characteristics of information needs for management decisions, as given in the module.
   a. 
   b. 
   c. 
   d.
28. List three kinds of management activities on which routine information may be needed for management decisions, as given in the module.
   a. 
   b. 
   c. 

29. List three kinds of information which should flow from central management to lower levels in an organization, as given in the module.
   a. 
   b. 
   c. 

30. Describe two kinds of program evaluation, as given in the module.
   a. 
   b. 
31. Program evaluation is often planned by planners, researchers, and evaluators working together. What information does the planner contribute to the planning of program evaluation? List two kinds of information, as given in the module.

a. 

b. 

ANSWER KEY

Pre- and Post-Evaluations

1. a. Planning is a **human process**
b. Planning requires **consultation**
c. A plan is a **communication tool**
d. Plans should be **flexible**
e. Plans should deal with both **strategy** and **management** planning

2. a. Choose and analyze audiences
b. Set communication goals
c. Design strategy
d. Set management objectives
e. Plan management activities
f. Plan evaluation

3. a. Selecting priority audiences
b. Analyzing selected audiences as the **basis for strategy development**

4. a. Identify the stage of the family planning program
b. Identify audiences whose behavior most affects the problem
c. Apply the principle of similarity
d. Develop strategy analysis

5. a. Staff audiences
b. Leadership
c. Fieldworkers
d. Ready acceptors
e. Hard-to-convince special groups

6. a. Using demographic information (usually on fertility)
b. Assessing the probability that the audience is likely to accept family planning
c. Determining whether or not audiences are reached by available channels

7. Some characteristics of similarity include literacy, marital status, sex, level of education, occupation, etc.

8. a. Causes of fertility behavior
b. Information for selecting a communication approach to change
c. Information for message development
d. Information on communication access and behavior of the audience
9. a.  
   b.  
   c.  
   d.  
   e.  

10. Communication goals serve two functions: communication of the intent of the planner and setting a baseline for measurement.

11. a. Identify the audience of the communication  
    b. Identify the type and amount of change expected in the audience  
    c. Identify the type of measurement to be used  
    d. Identify the time frame for accomplishment of the goal.

12. b 1.  
    e 2.  
    d 3.  
    a 4.  
    c 5.  

13. a. **Information transmission**: heavy flow of messages to audience to change awareness  
    b. **Instruction**: communication with clearly stated and shared learning objectives  
    c. **Persuasion**: communication designed to change values and attitudes  
    d. **Dialogue**: communication designed to help people achieve agreement and common understanding.

14. a. The type of change desired in the audience  
    b. Information about characteristics of the audience which will determine how individuals in the audience will decode messages.

15. a. **What**: the concept of family planning made familiar  
    b. **Why**: appeals to use family planning based on why it helps family welfare  
    c. **How**: explains how contraceptive methods work; advantages and disadvantages of each  
    d. **Where and When**: to get services  
    e. **Who**: is practicing now to provide reinforcement.

16. Source credibility is based on the perceived expertise and/or trustworthiness of the communicator.

17. a. List channels that reach the audience  
    b. Evaluate each channel in terms of the communication approach being used  
    c. Determine whether the channels are available.
d. Determine cost-effectiveness of available channels
e. Use several channels

18. a. Communication
   b. Measurement

19. a. Who will do
   b. What
   c. When

20. a. 
   b. 
   c. 
   d. 

21. Communication goals, strategy, management activities and management objectives are related in a hierarchy, with goals at the top, and management objectives at the bottom.

22. a. The monthly work plan
   b. The time and effort chart
   c. Network scheduling

23. The usefulness of a budget as a planning and management tool is increased by framing the budget in program terms, identifying program components for which cost-comparisons are useful in planning, and allocating all budgeted costs to these components.

24. a. The nature of the plan itself (complexity, amount of change required)
   b. Political support
   c. Administrative capability in terms of people who will implement
   d. Administrative capability in terms of organizational structure

25. Complete evaluation of a family planning communication program has two major components. The first is management information, which focuses on the achievement of management objectives, developing routine information on progress and problems of implementation. The second is program evaluation, which focuses on the achievement of communication goals.

26. Decision making

27. a. Type of information
   b. Form of information
   c. Timing of information
   d. Source of information
28. a. Personnel  
b. Finance  
c. Logistics  

29. a. Achievement of management objectives  
b. Problems and problem solutions  
c. Technical information  

30. a. Program testing, which includes pretesting of communication products and materials and pilot testing of program components  
b. Impact evaluation, which measures achievement of communication goals and cause and effect relationships between strategies and achievement of communication goals  

31. a. Specific communication goals  
b. Strategies
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