

KENYA'S POPULATION EDUCATION PROMOTION PROJECT'S

PRINT MEDIA UNIT:

The Case of Kakamega

BY

MICHAEL ANGAYA ARUNGA

256714

**Submitted in partial fulfillment of the requirements of the degree of Master of
Communication for Development, Department of Mass Communication,
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I declare that this attachment report has not been submitted for a degree in this or any other University.

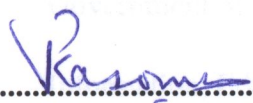
Full Name: Michael Angaya Arunga.....

Signature: .....

Date: 30/5/1997.....

Thesis
Aru
1998

Supervisor: Prof. Francis P. Kasoma.....

Signature: .....

Date: Nov 2, 1998.....

ABBREVIATIONS

ACIS	Africa Church Information Service
APEI	African Population and Environment Institute
APP	Africa Population Paper series
CBD	Community Based Distributors
CDR	Crude Death Rate
CPR	Contraceptive Prevalence Rate
DC	Development Communication
DPO	District Population Officer
DSC	Development Support Communication
FGD	Focus Group Discussion
FP	Family Planning
GOK	Government of the Republic of Kenya
IEC	Information, Education and Communication
IGA	Income Generating Activities
IMR	Infant Mortality Rate
JICA	Japan International Cooperation Agency
JOCV	Japanese Overseas Cooperation Volunteer
KDHS	Kenya Demographic and Health Surveys
KIE	Kenya Institute of Education

KIMC	Kenya Institute of Mass Communication
MCH	Maternal and Child Health
MIB	Ministry of Information and Broadcasting
NCPD	National Council for Population and Development
NGO	Non-Governmental Organisation
PEPP	Population Education Promotion Project
PMC	Population Media Centre
PMU	Print Media Unit
RD	Record of Discussion
TFR	Total Fertility Rate
WACC	World Association of Christian Communication
ZAMCOM	Zambia Institute of Mass Communication

Dedication

My dear Dad *Herbert*

and

Loving Mum *Ann*.

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During the 30 years that I have graced this earth, the greatest test of my life sufficed last year. My admission letter to join the MCD class had been sent, but the recipient in Kenya maliciously held onto it. When it was eventually released, I didn't have enough time to organise myself. In the end I left in a huff. All my trust in *Jehovah Jireh*, *Jehovah Nisi* and *Jehovah Rapha*. My gratitude to Him for being faithful and seeing me through.

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Michael Angaya Arunga

University of Zambia

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CHAPTER ONE

Introduction, Statement of the Problem and Rationale for the Study

1.0 Introduction

The process of development and change, calls for awareness, access, and participation.

Communicators are charged with the task of anticipating and mediating these changes.

Kenya's Population Education Promotion Project (PEPP), funded by the Japanese

International Cooperation Agency (JICA), provides a multi-media approach to

population education that is unique in Africa. PEPP has accomplished a great deal during

its ten years of existence (1988 to 1998). Numerous multi-media materials have been

produced and disseminated.

The Print Media Unit (PMU) is one of the multi-media arms of PEPP. It produces

materials targeted to specific audiences. This report follows an attachment that was

undertaken at the PMU. It is part of a practical requirement of the Master of

Communication for Development degree at the University of Zambia.

1.1.1 Statement of the Problem

In the early 1980s, population organisations in Kenya were unduly concerned about

population increase. This concern led to numerous workshops, seminars, and conferences

addressing the issue of population growth. As a result a population policy was

developed. One of the recommendations was to tackle the issue through Information,

Education and Communication (IEC). Towards this end, the Kenyan government sought assistance from the Japanese government to set up a multi-media facility that would address this concern. In 1988, PEPP was established. During its existence, formative evaluations were not conducted. As the project period expires, it is important to evaluate PEPP's impact on the people it dealt with.

This attachment was carried out at the Print Media Unit (PMU) of PEPP. Its purpose was to find out to what extent PEPP employed a participatory communication framework in its design. It examines the formulation of messages and innovations by the PMU. Materials developed, among others, include booklets, flipcharts, calendars, T-shirts, fliers and brochures. However, excellent packaging of materials is not an indicator of effectiveness. The acquisition of knowledge through the materials must influence the project beneficiaries' attitudes, to be seen in behavioural change. Most of the materials that PEPP's beneficiaries received were attractive. They were in full colour and had a neat layout. This report attempts to find out whether this factors appealed to the recipients, influencing behavioural change.

The attachment sought to establish whether PMU will be sustainable when the PMC takes over in December this year (1998).

Based on findings, the attachee addresses the likely trend of the project in the absence of donor funding by JICA. He gives recommendations for PMU, which have not been given any serious thought.

1.1.2 Rationale

PEPP has been in existence for ten years (1988-1998). In December 1998, the Project's contract with JICA comes to an end. Since its existence, formal evaluations of the PMU have not been conducted. Evaluating the unit would provide information that would assist with future endeavors in the area of population education, information and communication.

1.1.3 Methodology

The student used both quantitative and qualitative data collection methodologies. A structured questionnaire was administered to the Kakamega IEC sub-committee members, through the assistance of a member of PEPP's Dissemination Unit (see appendix for sample).

Indepth interviews were also carried out. While using this methodology, the principle criteria for delineating the interviewees were their roles within PEPP. The attachee interviewed some members of PEPP's production team, dissemination unit, Project managers and other NGOs which are relevant to PEPP.

1.1.4 Objectives of the Attachment

This attachment sought to establish the:

1. Effectiveness of the development participatory communication

- strategy at the PMU;
2. Readiness of the PMU for sustainability;
 3. Receptivity of the print materials on the target population;
 4. Level of involvement of Kakamega's IEC sub-committee in developing PEPP materials; and
 5. Readiness of Kakamega's IEC sub-committee for sustainability.

1.2 BACKGROUND TO THE ATTACHMENT PROBLEM

1.2.1 An Escalation of Numbers

The 1948 population census estimated the population of Kenya at 5,405,966 people.

The annual growth rate of the population was 2.3 percent. Subsequent census taken respectively in 1962, 1969 and 1979 (Anker et. al:1979) and the Kenya National Demographic surveys of 1973, 1977 and 1978, (Azefor: 1981) depicted a rapid increase population growth over the years and was poised to continue to do so into the next millennium and beyond.

In 1988, the widening gap between fertility (which was high and stable) and mortality (which was slow and still on a gradual decline) resulted in tripling of the population from 5.4 million (1948) to 15.3 million (1979). The estimated growth rate then of 4.0%, was ranked among the fastest growing populations in the world.

Table 1.1 Population growth, annual growth rates and doubling time for various censuses 1948-1979.

Census Year	Total Popn size	Annual Growth rate	Double Time (Year)
1948	5,405,966	2.3	30
1962	8,636,263	3.0	23
1969	10,942,705	3.3	21
1979	15,327,061	4.1	17.5

Source: Central Bureau of Statistics, Ministry of Planning, Nairobi, 1983.

The major determinants of the above increase in population size have been substantial declines in mortality, particularly child mortality and increase in fertility (Kenya IEC survey: 1994). As shown in table 1.1, the Total Fertility Rate (TFR) increased from 6.0 in 1948 to the highest level ever recorded of 7.9 in 1979. The Crude Death Rate (CDR) declined from 25/1000 population in 1948 to an estimated 10/1000 population in 1993. Infant Mortality Rate (IMR) declined from 184/1000 live births in 1948 to 75/1000 live births in 1993 and the expectation of life improved from 35 years in 1948 to 58 by 1993 for both sexes.

The above demographic trends accelerated the population growth rate from 2.5% in 1948 to 3.8% in 1979 generating a youthful population (60% being those aged less than 25 years).

Kenya's Demographic and Health Surveys (KDHS) carried out in 1989 and 1993 showed that the fertility rate and the population growth were declining. This decline in fertility is linked to the increase in the Contraceptive Prevalence Rate (CPR) which increased from 7% in 1978 to 17% in 1984, 27% in 1989 and 33% in 1993 and adverse economic conditions. (Cross et al: 1991)

Table 1.2 **Year**

	Census 1948	Census 1962	Census 1969	Census 1979	Census 1989	Census 1994	Census 1998
Population (million)	5.4	8.6	10.9	16.1	21.4	25.4	
Population Growth rate (% p.a)	2.5	3.0	3.3	3.8	3.4	3.2	
Crude Birth Rate (per 1000 popn)	50	50	50	52	47	42	
Total Fertility Rate	6.0	6.8	7.6	7.9	6.7	5.4	
Crude Death Rate (per 1000 popn)	25	20	17	14	13	10	
Infant Mortality Rate (per 1000 popn)	184	NA	118	104	80	75	
Life Expectancy (Years)	35	44	49	54	58	59	

* Estimate from the 1993 KDHS

Source: Government of Kenya, Population Census Reports

Kenya's increased growth-rate is also attributable to development and modernisation. Increased standards of living and greater access to better health services improved the health status of Kenyans. Consequently, the life expectancy of Kenyan women increased from 51.2 years in 1969 to 56.9 years in 1979 (CBS: 1979). Women and men lived longer and were exposed to longer reproductive spans. Improved infant mortality increased the survivorship of children (CBS: 1984). Also, modernisation led to crumbling of traditional mechanisms which spaced and limited fertility (IPPF: 1984). Exposure to some primary education caused women to abandon the traditional methods of regulating fertility without taking up modern family planning methods. Decline in incidences of breastfeeding among women resulted in the earlier onset of ovulation. Reduction in post partum abstinence and polygamy caused high fertility. More relaxed community sanctions against childbearing before marriage led to increased pre-marital fertility.

In Kenya, as is the case in most African countries, women have limited access to higher education, and wage employment and consequently to economic resources. On the contrary, men have relatively higher education. Through this and the existing inheritance system, they control the family resources, especially land inheritance. Such factors relegate women to low statuses, playing inferior roles in the society. This adds to high fertility⁸. This was enhanced further by parents' view of children, especially boys, as security in old age. This was accentuated under conditions where children's labour significantly eased the workload for women in the traditional agricultural sector. The

costs of educating children were considered to be outweighed by the eventual returns from this education.

The impact of population growth on land increases the densities on high and medium potential land. This leads to declining size of small holdings, landlessness and excessive fragmentation. These combined with intensified agriculture in marginal lands, deforestation, soil depletion and overgrazing, reduce agricultural output (BBS: 1984).

Population growth increases the dependency ratio. In 1979, this was per 1000 population aged 15-59. By the end of the century it is expected to reach 120 (CBS: 1984). At the household level, such high dependency burden reduces saving capabilities and leads to lower income. At the national level, it shows capital formation and diverts capital from investment into the provision of basic services.

The growing labour force (CBS: 1984) magnifies the problem of access to income generating activities. In 1979, the labour force numbered 6.1 million. In 1984, it had increased to 7.5 million. By 1990, it was projected at 9.6 million. The Kenyan economy could not provide gainful employment for all workers during the past decades when the Gross Domestic Product (GDP) was growing at 6.5% per annum (CBS: 1984).

Acceleration in the expansion of the labour force as exemplified in the high fertility was bound to worsen the employment problem.

Rapid population growth leads to increased public expenditure on the provision of basic needs services including education, health, water and housing (Khasiani: 1988). While the government emphasizes the right of all people to a basic education, with the available resources, only 56% of the population is currently literate. Khasiani observes:

If fertility continues at the current level, the number of school age children will double by 1990. If on the other hand it declines, the school age population will grow less rapidly and the quality of education and its coverage will improve. (Khasiani, 1988: 41)

1.2.2 The Original Kakamega District in 1988 (At PEPP's Inception)

To understand PEPP's operations within the Kakamega district pilot area, it is vital to give an insight into it during inception in 1988. This is because over the years till 1998, many changes were effected such as sub-division of the 'original' or 'larger' Kakamega creating other districts.

An examination of the growth patterns, as brought out by the writer, will divulge to the reader why the area was chosen as a pilot area for PEPP.

1.2.3 A Brief Geographical Background of the District

In 1988, Kakamega district was one among three others in Western province. Others being Busia and Bungoma. It lay within the Lake Victoria basin with the equator crossing its southern tip.

The district then was approximately 3,520 sq.km in area. Its attitude fell from about 1,500 m above sea level in the east to about 1,250 m in the west.

The district had two different geological zones. A hilly zone in the south, cut by deep river valleys, and a slightly undulating peneplain in the northern, central and eastern parts of the district. Geologically, the rocks in this area belong to the Kavirondo and the Nyanzian systems, some of which are among the oldest in the Republic.

The district had a good network of rivers, which generally ran from north-east to south-east. Rivers Nzoia, Yala and their tributaries provided permanent sources of water. The harnessing of this resource for small scale hydro-electric power and irrigation remains a major challenge.

Kakamega forest, in the eastern part possessed diverse and indigenous flora and fauna which has a great potential for tourist attraction as well as supply of high quality timber.

1.2.4 Administrative Units

Kakamega district was divided into 13 administrative divisions namely: Mumias, Butere, Khwisero, Sabatia, Emuhaya, Tiriki, Vihiga, Ikolomani, Lurambi, Lugari, Kabras and Kakamega Municipality. Sabatia, Shinyalu and the Municipality were established in 1987. The divisions were further sub-divided into 43 locations and further in 223 sub-locations. Vihiga district was established soon after PEPP's launch. It contains the administrative divisions of Vihiga, Sabatia, Tiriki and Emuhaya.

1.2.5 Population Growth in Kakamega district at PEPP's inception.

The district's population grew from the recorded figures of 782,586 in 1969 to 1.03 million in 1979. This increase of 31.7% represented a growth rate of 2.8%. The estimated population in 1988 of 1.43 million gave an increase of 38.8% and represented a growth rate of 3.3%. This rate of growth remained a major obstacle in the development efforts in the district and its reduction to manageable levels remained a major challenge to planners.

A breakdown of the District's population in five-year age groups is given below.

Age (years)	Census		Projections	
	1979	1988	1990	1993
0-4	201,320	302,739	318,087	342,786
5-9	177,530	251,157	266,237	301,016
10-14	152,074	217,471	229,901	234,559
15-19	121,110	164,758	176,965	196,805
20-24	79,018	108,857	119,529	135,652
25-29	56,917	74,723	81,529	95,085
30-34	43,336	58,978	68,173	70,169
35-39	35,845	51,814	55,187	60,866
40-44	32,508	44,238	46,957	51,440
45-49	29,668	39,775	42,202	46,129

50-54	23,386	29,298	31,063	33,941
55-59	22,113	27,019	28,683	31,343
60-64	16,317	21,494	22,807	24,972
65-69	15,831	17,651	18,750	20,527
70-74	13,556	13,812	14,709	16,170
75+	10,358	6539	6,929	7,702
Total	1,030,887	1,430,323	1,527,676	1,669,162

Source: Calculations based on CBS Data, base year 1979.

The above data indicate a high growth rate in Kakamega, which needed to be addressed.

Would PEPP's strategy in which family planning messages were constantly rammed into the people of the area through diverse media lead to change?

The next chapter delves into the Population Education Promotion Project (PEPP). It will give an in-depth brief of what the Project is and its operations. This prepares the reader into understanding the nature of the Project, when discussing the finer details later.

CHAPTER TWO

Background and Conceptual Framework

2.1 Introduction

PEPP utilises a multi-media strategy in edifying the populace. The Project's foundation is based on the relation between communication and development, hence choice of KIMC to house it and NCPD to implement. The writer uses concepts that have a bearing on communication and development. An understanding of such concepts as Development Communication, Development Support Communication and Participatory Development Communication as they are used is, therefore, important.

2.1.2 Development Communication (DC)

The term Development Communication was used for the first time by Prof. Nora Quebral (1992) to mean the process of transmitting and communicating new knowledge related to rural development - to the improvement of the living conditions of the disadvantaged (Bessette, 1995:8). Initially the dual concept dwelt more on what development is or what communication is to be used for. However many scholars around the world enlarged the vision of development with ideas like participation, self-reliance, conscientization and basic needs. (Bassette, 1995:8)

However, what is agreed by many scholars is that development communication (DC) is the exchange of information in order to contribute to the resolutions of a development

problem in order to improve quality of life of a specific target group as well as the implementation of needs and evaluation mechanisms within the communication process. (Bassette *ibid.*)

It is important to note that after the Second World war (W.W II) there was an assumption that if Third World countries were persuaded to rid themselves of traditional values and take-up Western models, they would become modernised. This is what they viewed as development.

This perception was strengthened in 1948, by US President Harry Truman who believed that poverty in the Third World was a threat to the US and other developed nations and to avoid this, poor nations should follow a modernisation strategy. This inspired the early post W.W II development communication activists like Daniel Lerner (1958) Wilbur Schramm (1967) and Everette Rogers (1971) to come up with the modernisation paradigm.

The principle behind this theory was that the world should find societies that had exemplary values and social organisations, then endeavour to make the rest of the world be like those societies (Nwanko 1995). However, to carry out this task, there was need for a communication channel, and the activists turned to the media to play the role of diffusing Western ideas.

Second generation of communication theorists, who included Schramm (1973) and Ramiro Beltran (1979) saw development as self-reliance. Their concern was for the Third World countries to delink themselves from dependence on the west. Their theory was as a result called the Dependency Theory. They believed development lay in the hands of self-initiative by the Third World countries, and the communication aspect should, therefore, focus on promoting self-reliance initiative. (Nwosu, 1995)

However, before Schramm conceded his earlier ideas on development communication had inadequacies, he together with Lerner and Pye (1963) referred to technology-based communication networks which regardless of message and content, tended to create a suitable climate for development. It was supposed to “generate the psychic ambience within which economic and productive activity occurred.” (Jayaweera and Amunugama, 1987)

This was redefined as the planned and systematic use of communication, through interpersonal and mass channels. (Oliveira, 1993;103)

According to Ngugi, development communication in this context was conceived as being a facilitative one; the means to an end called “development”. He adds that the ideology was later seen as “the systematic utilisation of appropriate communication channels and techniques to increase people’s participation in development and to inform, motivate and train rural populations, mainly at the grassroots level. (Ngugi, 1995)

Mercado (1992:16) expounds on this definition when he states that DC is a sub-system of the larger system of communication, which deals with the planned use of communication resources to gain multi-sectoral support in attaining national development goals. Worth noting is that it has well defined objectives such as to change peoples attitudes, skills, or behaviour.

Usually DC involves undertaking national development efforts such as health and population professionals, development planners, and policy makers. It aims at attaining specific objectives like family planning, changing negative AIDS-related attitudes and ensuring infants are immunised.

Mass media are not the only media utilised in relaying information. Others like folk media, and even interpersonal communication are used. Messages are directed to specific target audiences, in whom development communicators strive to achieve knowledge, understanding, changes in attitude, as well as knowledge and practice of new skills and practice.

Critics blame it for its emphasis on top-down, government to people communication (Oliveira, 1993:103), and argue that it has lost credibility over the years. (Jayaweera and Amunugama, 1987)

Scholars from the South who include Nwosu Ikechukwu (1990), Charles Okigbo (1995), Nwafo Nwanko (1995) and Francis Kasoma (1990, 1992) believe development should be seen from the perspectives of whether the community it is intended for has had its needs met or not.

They believe each people should determine what development they want because, they argue, the people know best what needs they want than anybody else. It is the contention of these scholars that communication should be based on participatory methods to take into account need of the target societies. These should be integral in any decision-making process and their contribution to any development initiatives be respected.

2.1.3 Development Support Communication (DSC)

The difference between DSC and DC, is erroneously assumed to be thin. Some scholars even use the two concepts interchangeably (Oliveira, 1993). But the two concepts are distinctively different.

DSC is a 'sub-set' of development communication. The difference is that DSC is used to support implementation of a specific development programme. According to Jayaweera and Amunugama (1987,xix), it applies generally to micro or local entities; is concerned with effects and is goal-oriented.

2.1.4 Participatory Communication

Participatory Communication is one in which people being communicated to are involved.

White (1994) differentiates genuine and pseudo participation. She says:

People's participation in development in which the control of the project and decision-making power rests with planners, administrators and the community's elite is pseudo-participation..the level of participation of the people is that of being present to listen to what is being planned for them and what would be done unto them. When the development bureaucracy, the local elite, and the people are working cooperatively throughout the decision-making process and when the people are empowered to control the action to be taken, only then can there be genuine participation.” (White, 1994:17)

According to Boobli, during his keynote address on communication and participation people had to be enthused and readied for action if they were to be reached. This, he emphasizes was the task of communication. He stresses that if the job was to be done well, or at all, then communication had to reach down to the people, upwards from them, between and among all sections of society. (Boobli, 1990: 11)

However, Paulo Freire (1973) in his *Pedagogy of the Oppressed* brought some new dimension to the participatory communication scholarship with introduction of the concept “conscientization” and used the term “assistentialism” to refer to programs

which focused on symptoms rather than causes. It was Freire's contention that in such programs, the recipients were treated as passive objects who were unable to recognize their social and economic ills or to enter into recuperative action through indigenous knowledge and initiatives.

The participatory approach to development that advocated handing of the power to decide to the people did eventually receive attention. Robert McNamara (1973), then the President of the World Bank, in a land-mark address to his Board of Governors postulated 'people's participation' and the 'new directions' strategy.

It is as a result of this new thinking that the World Bank took the position not to approve development project proposals if they do not have a component of the participation of the people for whom they are intended.

2.1.5 JICA's perception of Participatory Development

JICA's goal of economic and social development in developing countries is to set in motion a process of self-reliant and sustainable development through which social justice will be realized. "Self-reliant development" means building the indigenous mechanisms of society that will enable developing nations ultimately to achieve growth without aid. "Sustainable" development means continuing a stable growth pattern in such a way as economic development is in harmony with the environment. The realization of "social

justice" means equalizing and ensuring opportunities for people to participate in order to rectify disparities between regions, income levels, and gender.

Toward this end, the focus in development should be not only on increasing the material production but also on fostering and improving the social capabilities of people involved in development. For this to be done, people involved in development should take an active part in the process of planning and implementing development activities as well as enjoy their benefits. This is what "participation" means. Participation in every aspect of politics, economy, and society is important as both the goal and means of development.

The next chapter embarks on the subject matter-PEPP. It explains to the reader why it was established and who the main players were. It defines the roles of each of the key players. It is hoped that this gives a better insight before findings and the discussions.

CHAPTER THREE

Historical Overview of PEPP

3.1 Introduction

The Population Education Promotion Project (PEPP) was established with the overall objective of reducing the high population growth rate in Kenya. This was to be achieved through the development and production of information, education and communication (IEC) materials for Kenya's population programme.

3.1.1 Establishment of PEPP

Concern over increased fertility led to the establishment of PEPP in 1988. The project is a joint venture between the Ministry of Planning and National Development, specifically the National Council for Population and Development (NCPD), the Ministry of Information and Broadcasting, through the Kenya Institute of Mass Communication (KIMC), and the Government of Japan through the Japan International Co-operation Agency (JICA).

At inception, PEPP was to reinforce family planning and maternal and child health activities in Kenya through the production and dissemination of population-oriented educational materials and by enhancing community development.

3.1.3 Outputs and Activities of the Project as per the Record of Discussion

- (1) to strengthen multi-media strategy through the utilization and dissemination of population education materials based upon target audiences,
 - (a) by implementing needs assessments and media environment surveys for multi-media materials;
 - (b) by implementing surveys on utilization and effectiveness of multi-media materials;
 - (c) by establishing the Population Media Centre within KIMC.
- (2) to diversify subjects of multi-media materials including population and development as well as maternal and child health/ family planning (MCH/FP),
 - (a) by producing multi-media materials for the subjects of MCH/FP, teenage pregnancy, male participation in family planning, AIDS, street children, gender issues and so on;
 - (b) by implementing pre-tests and post-tests for multi-media materials.
- (3) to develop and disseminate grassroots IEC techniques by diversifying multi-media materials,

- (a) by producing appropriate multi-media materials for grassroots IEC techniques including hand-made, low cost audio visual aids and folk media;
 - (b) by developing the “echo system” or non-governmental organisations (NGOs);
 - (c) by implementing pre-tests and post-tests for these materials.
- (4) to develop an integrated model of IEC activities and service delivery in the model area,
- (a) by experimenting with integrating IEC activities and MCH/FP at the community health centres which will be constructed within the model area.
- (5) to expand the Project’s outputs to other areas,
- (a) by disseminating IEC materials to areas other than the pilot districts by collaborating with relevant organisations which can share necessary costs.

3.1.4 PEPP Partners: Why them?

Each of the PEPP partners were chosen because of the nature of their organisations.

KIMC’s, NCPD’s and JICA’s roles were from the onset well-defined. KIMC was to provide technical staff who would produce the IEC materials. The institution would also house the project. KIMC, a department of the Ministry of Information and Broadcasting

(MIB), was ideal because it was a mass media training institution. It was also the only institution throughout Eastern and Southern Africa which was institutionalizing population communication/ population mass media studies.

The Government of Kenya had recognized the significant role that the mass media could play in disseminating population-related messages in support of government policy.

However since this objective was impeded by a lack of trained manpower, KIMC was charged with the task of adopting a phased progression strategy in training personnel.

NCPD which was set up by the Government of Kenya in 1982 to address all policy issues relating to population, the alarming growth rate and its negative effects, was to ensure proper and effective utilization of PEPP's materials choice of NCPD as the implementing organization was fitting because since its establishment, its major activity was to co-ordinate a multi-media, multi-sectoral IEC programme with the participation of government ministries and non-governmental organizations.

PEPP would rely on NCPD's District Population Officers on the ground to disseminate its media materials. Since the DPO was conversant with the situation on the ground, he/she would advise and ensure the materials were properly distributed to maximize their effectiveness.

The government of Japan through the Japan International Cooperation Agency (JICA) would provide technical assistance to Kenya. The assistance which would be for development of IEC materials for education in population would be in form of print and electronic media. JICA would also train Kenyan counterparts both locally and in Japan.

3.2.1 The Role of the Government of Japan.

The government of Japan through JICA, would at its own expense undertake the following measures under the Technical Co-operation Scheme of Japan;

- (1) Provide Japanese short and long term Experts for PEPP.
- (2) Provide machinery, equipments and other materials necessary for the implementation of PEPP. On arrival into Kenya, the equipment would become the property of the Kenyan government.
- (3) The government of Japan would receive the Kenyan personnel connected with the Project for technical training in Japan.
- (4) To ensure the smooth implementation of PEPP, the Government of Japan would take, in accordance with the laws and regulations in force in Japan, special measures through JICA with the purpose of supplementing a portion of the local cost expenditures necessary for the execution of the physical infrastructure.

3.2.3 The Role of the Government of the Republic of Kenya (GOK)

- (1) GOK would take necessary measures to ensure that the self-reliant operation of PEPP will be sustained during and after the period of Japanese technical co-operation, through the full and active involvement in the Project by all related authorities, beneficiary groups and institutions.
- (2) GOK would ensure that the technologies and knowledge acquired by the Kenyan nationals as a result of the Japanese technical cooperation will contribute to the economic and social development of the Republic of Kenya.
- (3) The GOK would grant in the Republic of Kenya privileges, exemptions and benefits no less favourable than those granted to Experts of Third World countries or international organisations performing similar missions to the Japanese Experts and their families.
- (4) The GOK would ensure that the equipment received through the technical co-operation would be utilized effectively for the implementation of PEPP in consultation with the Japanese Experts.
- (5) The GOK would take necessary measures to ensure that the knowledge and experience acquired by the Kenyan personnel from technical training in Japan will be utilized effectively in the implementation of PEPP.

- (6) In accordance with the laws and regulations in force in the Republic of Kenya, GOK will take necessary measures to provide at its own expense:
- (i) Services of the Kenyan counterpart personnel and administrative personnel
 - (ii) Land, buildings, water and electricity.
 - (iii) Supply or replacement of machinery, equipment, instruments, vehicles, tools, spare parts and any other materials necessary for the implementation of PEPP other than the equipment provided through JICA.
 - (iv) Means of transport and travel allowances for the Japanese Experts for official travel within the Republic of Kenya;
 - (v) Suitably furnished accommodation for the Japanese Experts and their families.
- (7) In accordance with the laws and regulations in force in the Republic of Kenya, the GOK would take necessary measures to meet:
- (i) Expenses necessary for the transportation within the country of the equipment as well as the installation, operation and maintenance;
 - (ii) Customs duties, internal taxes and any other charges, imposed in the Republic of Kenya on the equipment; and
 - (iii) Running expenses necessary for the implementation of PEPP.

3.3.1 ADMINISTRATION OF PEPP

- (i) The Permanent Secretaries of the Office of the Vice President and the Ministry of Planning and National Development and the Ministry of Information and Broadcasting, as the Project Directors, would bear overall responsibility for the administration and implementation of the Project.
- (ii) The Director of NCPD and the Principal of KIMC, as the Project Managers, will be responsible for the managerial and technical matters of the Project.
- (iii) The Japanese chief advisor would provide necessary recommendations and advice to the project directors and project managers on any matters pertaining to the implementation of the Project.
- (iv) The Japanese Experts would give necessary technical guidance and advice to the Kenyan Counterpart personnel on technical matters pertaining to the implementation on PEPP.
- (v) For effective and successful implementation of technical cooperation for the Project, advisory, administrative and technical committees would be established.

3.3.2 Responsibilities of NCPD

- (i) To assign full-time counterpart personnel for dissemination activities;
- (ii) To coordinate, monitor and report the IEC activities at national, district and community levels;
- (iii) to coordinate the Project's collaboration with other governmental organisations and NGOs which have their own dissemination and monitoring channels and can share production and/ or dissemination costs, by organising the IEC working group meetings;
- (iv) to advise on appropriate content, target audience and dissemination channels for proposed multi-media materials;
- (v) to provide personnel for audio-visual van operations;
- (vi) to gradually bear necessary maintenance costs for studio facilities, equipment and vehicles for the Population Media Centre;
- (vii) to gradually bear production and dissemination costs;
- (viii) to bear necessary costs for handling A-4 forms such as custom duties, internal taxes, transportation and installation costs of the equipment within Kenya, and any other charges to be imposed on the equipment in Kenya;
- (ix) to provide transport (or bear travel expenses) and travel allowances for the official travel of Kenyan counterpart personnel of the NCPD within the Republic of Kenya.

3.3.3 Responsibilities of KIMC

- (i) to institutionalize the Project by establishing the Population Media Centre (PMC) within KIMC.
- (ii) to recruit and/ or provide necessary administrative and technical counterpart personnel and other supporting staff for PMC.
- (iii) to produce multi-media materials on various population issues and develop a multi-media utilisation strategy;
- (iv) to conduct research for material development;
- (v) to provide land and other facilities (especially studio and office space) for PMC;
- (vi) to maintain the technical operation of the studio facilities, equipment and vehicles for PMC;
- (vii) to bear necessary administrative costs (such as costs for electricity and water) for PMC
- (viii) to handle and process necessary documentation as authorized by NCPD;
- (ix) to provide transport (or bear travel expenses) and travel allowances for the official travel of Kenyan counterpart personnel of KIMC within the Republic of Kenya.

3.4.1 The Multi-Media strategy

PEPP's multi-media strategy was designed by Prof. Toshiyuki Mizukoshi, a communication scholar at the University of Tokyo, Japan. Prof. Mizukoshi believes that communication is a central ingredient in development and that without proper

communication there cannot be accelerated development. Prof. Mizukoshi was involved in three other experiments in Turkey and Mexico.

At inception, PEPP exclusively produced video programmes. It produced 'Small Family for Better Living' which was to be the major programme as per its initial objective. From 1991, other media were introduced. They included print, radio, sound-slide, folk media and flannel-graphs.

According to the strategy designed by Prof. Mizukoshi, an area would be identified and materials developed using diverse media. An example is the initial video programme 'Small Family for Better Living'. Later a radio programme, sound-slide production and booklet were produced to bombard the target audience with the same message. Studies show that skillfully combined pictures words and phrases have the power to create lasting impressions which can influence behavioural change.

In line with production, KIMC provided technical and production staff. These staff, most who had been trained at KIMC had their skills enhanced through further training offered by JICA, both locally and in Japan. It is worth noting that the equipment provided to KIMC was among the most modern in the country.

PEPP had audio-visual vans, which were dispatched to the pilot and other areas, especially for video shows. These were vital because they reached the rural communities, some of which did not have electricity. The vehicles have an in-built generator.

3.5.1 The District Population Officer (DPO)

This Officer co-ordinates PEPP's activities on the ground. He/ she ensures that materials provided are utilised well in the larger Kakamega district (PEPP's pilot area) and the other districts of Bungoma and Busia.

However, most important for PEPP is that the DPO co-ordinates the IEC sub-committee meetings. This committee was originally formed as a task force. However, a *task force* is charged with a specific duty and its lifespan expires at the end of that period. The name was then changed to the IEC Sub-Committee. The Committee which the DPO ensures meets quarterly after liaising with PEPP's Dissemination Unit staff, comprises of District Heads of Department, representatives of NGOs and some religious leaders.

Working with the DPO is a Japanese Overseas Cooperation Volunteer (JOCV). They assist the DPOs. They work on two year contracts. They are especially instrumental in submitting reports for the Audio-Visual van activities.

Kakamega District has had three DPOs. The longest serving being the DPO at PEPP's inception. He was on the ground since 1988 (when the programme was launched) to 1996.

3.6.1 The IEC Sub-Committee meetings

These were established during PEPP's second phase, in 1994. The tasks of the IEC sub-committee, among others, include review of PEPP's materials, dissemination of the same and availing of feedback for the PEPP Producers.

The IEC sub-committee acts as a link with those at the grassroots. The committee comprised of District Heads of Departments, representatives of the Non Governmental organisations (NGOs) and religious leaders.

In Kakamega, a planning workshop was organised by PEPP's Print/ Dissemination Unit. The overall aim was to use the participatory project planning methodology in the review of PEPP. It also aimed at ensuring that members of the IEC Sub-Committee participated in and contributed to project formulation efforts.

The next chapter on Attachment Experiences is a personalised account of the constraints and support during the period of this student at PEPP. He details what difficulties hampered progress of work and the encouragement that enabled him continue.

CHAPTER FOUR

The Attachment Experience

4.1.1 Prior to the Attachment

The Population Education Promotion Project (PEPP) and especially its Print Media Unit is no new facility to me. Six months after graduating with a diploma in journalism from the Kenya Institute of Mass Communication (KIMC) in 1991, I was transferred back to Kenya's pioneering mass media training ground and seconded to the Project. Before my graduation, while still a student at KIMC, my Head of Department Mr. Obondo Okoyo, (now a Senior lecturer at the Department of Mass Communication of the University of Botswana) assigned me the crucial role of pioneering a newsletter for PEPP's launching ceremony. I completed the assignment to the satisfaction of the then PEPP Co-ordinator Ms. Ikuta Yuko. I was therefore not extremely new when I was sent to help spearhead production of print materials within PEPP.

I have not only seen PEPP grow, but have actively been part of its campaign. Since 1991 October till February 1997 when I left to pursue the MCD at the University of Zambia, I oversaw production of PEPP's print media materials. These included wall and desk calendars, flip charts, newsletters, booklets, brochures etc. I also actively participated in the organisation of the Project's inaugural AIDS folk media festival at Mbale market on 1st December 1994. My duties at the Print Media Unit called for presentation of reports on the Unit's activities, Technical Committee and Administrative meetings. I also

attended the Information, Education and Communication (IEC) sub-committee meetings in the Kakamega and Meru districts. My wealth of experience within PEPP is an invaluable asset in compilation of this report.

However all was not plain sailing. On securing admission to pursue the MCD, I faced a lot of obstacles considering that I hadn't applied through the Ministerial Training Committee (MTC) as rules stipulate. However may I confess that this admission was made possible through the personal efforts of Bishop Horace Etemesi of Butere Diocese after communicating with Prof. Francis Kasoma, the Head of the Mass Communication Department at the University of Zambia. At the Butere Diocese, I helped establish the Communication Department and also a rural newsletter which is facilitating community development.

Determination, self drive and good will from friends and relatives saw me push on. In the end, I left for Zambia with limited finances but a will to succeed. I hence joined the pioneering Masters class on the continent in Communication for Development. No funds, neither salary, I headed to a foreign land.

It is against this background that I returned to PEPP after completing one year's theoretical framework of my course.

4.1.2 At PEPP

Reporting back to PEPP's Print Media Unit was akin to returning home. Familiar ground because it was a station where I had launched my Communication for Development. I reported to the Principal of the Kenya Institute of Mass Communication (KIMC) on 20th January, 1998 who dispatched me to PEPP.

4.1.3 Constraints

The major stumbling block as already alluded to were finances. Research has to follow several stages. Proper evaluation of a Project like PEPP's activities should not be carried out from an office in Nairobi, but in the field where the majority of the materials are distributed. It is in the field (communities) that PEPP's activities and impact is felt.

While a questionnaire to the Kakamega IEC sub-committee members was administered through the kind assistance of a member of the Dissemination Unit (see Appendix 1), the questionnaire had its limitations. It did not cover all the necessary questions that I intended for the respondents. This was because the Project had not budgeted for my field work. I was therefore compelled to use my own ingenuity to secure data. I had also to be careful not to overburden the respondents with too many questions, lest they fail to answer.

Another limitation is that the IEC sub-committee was formed by PEPP. The members were chosen by the DPO and PEPP's Dissemination Unit . They receive lunch, or in its

absence, an allowance from PEPP each time they meet. They may therefore fear responding negatively, fearing that they may offend PEPP and as a result lose favour.

Only 12 IEC sub-committee members turned up for the meeting and hence, answered the questions. The committee has 20 members. The validity of the findings isn't strong. However since finances from PEPP were not forthcoming, the much needed follow-up was never made. While the responses give an insight of what the members feel, they can not be relied upon to generalise answers.

Lack of finances hindered the student get to the grassroots (actual recipients of the print materials). It would have been better had he collected data from the project's beneficiaries in the communities. While the IEC sub-committee members argue they are representative of their members, it would have been important if a survey was conducted to establish whether what the sub-committee members report during their meetings, is a true reflection of what is on the ground. This report, unfortunately, did not cover this important segment.

Under normal circumstances, a Supervisor from the University should have been with me, with whom I would liaise closely on a daily basis to give guidance. As pioneers, the biggest setback was no precedence to which we could peg our performance. There were no previous reports. We were in essence setting the ball rolling. Limitation of funds, as I have already alluded to was a major setback. I was unable to purchase a return air ticket

and accommodation in Nairobi for my Supervisor, to fill in the vacuum. After explaining to Prof. Kasoma my predicament, he kindly agreed to liaise with me via E-Mail.

Unfortunately, PEPP does not have this facility. A colleague saved the situation. My Counterpart Atsuko Morita had her personal facility. I would type any messages or queries on a diskette and hand it over to her. She would send the message in the evenings after duty and deliver feedback. This turned out to be a very vital link with Prof.

Kasoma.

Various changes had been effected since I left for Zambia in February, 1997. New staff had been put in place. Several PEPP Officers had left for greener pastures, with new ones being transferred to join PEPP. While the changes were well intentioned in-lieu of the demise of the old and experienced staff, they didn't augur well for PEPP as it contributed to lack of continuity. PEPP had not made it known to the officers about such crucial documents like the Records of Discussion (RDs), which would have given them an insight of what the thinking was that put PEPP in place.

This was a limitation as the old officers left without properly documenting their invaluable contribution to PEPP, which would have helped me in better assessment during compilation of this report. This did not only befall the Print Media Unit. Some of the Officers in whom PEPP had invested heavily in training and left include Bernard Osero (Print Media), Jedi Solitei (TV Producer) and Elizabeth Okodo (TV Producer). They all left for greener pastures.

The MCD programme was tailored towards practicability. Prior to leaving for the field, we had submitted in-depth profiles of organisations where we were to be attached. On reporting, we were expected to fuse ourselves into the routines of the organisation. After understanding fully the communication processes within the organisation, we were required to identify an area to zero in on in during the attachment.

From the onset, this proved a very daunting task. While I explained we were to agree mutually on an area of study that PEPP felt needed addressing, I was constantly reminded that it was my responsibility to inform and guide them (PEPP) on what they wanted. Initially I had intended to develop a blueprint for PMC after PEPP's project period expires in December. However a team had already embarked on this and a report was already with the Permanent Secretaries of the respective Ministries. I communicated this to my Supervisor and decided to narrow down on the Print Media Unit and its operations.

This approach, which is a requirement of our programme seemed not to make sense. Why a report and not a thesis, many questioned. However, I hasten to add that several lecturers that I exchanged ideas with from Daystar and Nairobi University, were full of praise for the idea of a practical report instead of an academic thesis, which sometimes makes good reading but is impractical. These negative critics were quite discouraging considering that the new MCD programme is the most popular at the Department of

Mass Communication on the campus, with applicants from outside the continent applying.

As I have already alluded to, my biggest impediment was lack of a Supervisor. I must thank the Principal KIMC Job Osiako and the Head of PEPP's Kenyan team Charles Owuor, for offering intellectual guidance. They were a real inspiration. While I acknowledge that PEPP has intelligent officers, all of them either have a diploma or a first degree. In planning the future, as this report attempts to do, it is important that officers who will manage the project after the expiry of the contract with PEPP be encouraged to pursue higher education.

While most acknowledged usefulness of the short certificate course training they had received (especially in Japan), they felt it was important that JICA considers sponsoring them for more serious programmes (degrees), if their sincerity in assisting them (Kenyans) develop were genuine. This, they argued, would also have benefited KIMC which houses PEPP as there is an acute shortage of lecturers. I reiterate that PEPP has some brilliant staff members as seen in what they produce. However no staff member at PEPP has a Masters degree. Even some of those with undergraduate education exhibit questionable intelligence, lacking in confidence which normally accompanies authorities. This was a limitation since it was difficult to rely on them for meaningful discussions.

4.1.4 Support

During the field attachment, it was not obstacles and unco-operation all through. No. I encountered encouraging people who genuinely extended a supporting hand. They offered material and moral support.

I received a lot of support from the former Kakamega District Population Officer and now Assistant Director of NCPD Mr. George Kichamu, who impressed on me the need to toil hard as nothing worthwhile was received on a silver platter. Mr. Kichamu advised me on how to get data and even agreed to look at my initial drafts, which were initially quite unfocussed.

While there was no monetary support from PEPP, they allowed me free and unlimited use of their computer facilities. I was able to plan my work and contribute to the objectives of the Unit by contributing articles for the Population Education News newsletter, thereby utilising skills that I had learnt in the Communication Skills and Strategy course. Without such support, I would have been compelled to return to PEPP without a rough draft of my work.

The new designers who joined the Unit were also supportive. I had prior to leaving for Zambia produced several booklets and other material. They were stored on diskettes with valuable illustrations, pictures and maps. Most unfortunately, robbers broke into the office, during my leave of absence and carried away most facilities such as computers which had works stored on the hard disks. The designers kindly assisted me acquire some

materials which were stored elsewhere that I use in this report. They saved me the arduous task of beginning afresh.

Since I had already established rapport with most of those who collaborate with PEPP at the Kakamega pilot area, it was easy for me to acquire the information that I needed by establishing quick rapport, with those at the grassroots. This was possible especially when I travelled on my own after it was made crystal clear that no financial support would be forthcoming.

The next chapter (five) looks at the survey analysis of a structured questionnaire that was administered to members of the Kakamega IEC sub-committee. It will examine the findings and prepare the reader for the discussion in Chapter Six. A sample of the questionnaire that was administered can be seen in Appendix 1.

CHAPTER FIVE

Results

5.0 Introduction

A structured questionnaire was administered to members of the Kakamega IEC sub-committee, which meets quarterly each year. The findings below are as a result of tabulation of those results. The questionnaire was administered during one of the IEC sub-committee meetings by a PEPP Dissemination Officer. While 20 is the total number of members, twelve turned up for that meeting.

In July 1994, a planning workshop was organised for the IEC sub-committee members by the then Print/ Dissemination Unit. The workshop was attended by 23 participants. The overall objective of the workshop was to identify the phases of the project planning process; identify the steps in project formulation; apply basic project management techniques and tools; and participate in and contribute to project formulation efforts.

Upon returning to their work stations, participants were to: apply the knowledge and skills they acquired at the workshop; share the knowledge and skills with their colleagues; participate in and support project formulation activities, and finally initiate and support the strengthening of the project management system in their own organisations.

While this student would have liked to elicit more information by stretching his questions, he was limited as he had to request a colleague to administer the questionnaire. This is because funds for him to travel were not forthcoming. He foresaw limitations of releasing more questions which respondents might have chosen not to answer.

(see Appendix 1 for sample of questionnaire)

5.1.1 Survey Analysis

A structured questionnaire was administered to members of the IEC sub-committee who numbered 11 in total. (The IEC sub-committee is supposed to have 23 members). Nine of these respondents were from governmental offices, the remaining two represented church organisations; this means that there were no representatives from non-governmental organisations.

Only one member of those at the IEC sub-committee had attended the Webuye workshop which took place from 18th to 22nd of July, 1994. New Officers were in place. This does not portend well for PEPP. It signifies lack of continuity in what may have been planned with original officers. It is also worth noting that the nature of the IEC sub-committee meeting was geared at equipping the project beneficiaries with skills which would enable them plan the project according to their expectations.

On the question of reception of PEPP materials by their respective organisations over the the last nine years (1990 to 1998) the results were as follows:

Only three of the respondents had attended a folk media festival: one as an organiser, one as a participant and one as a spectator. When introducing folk media, a very popular medium that the African society holds dear, the IEC sub-committee members were involved in planning. Two folk media festivals that drew hundreds of spectators were held at Mbale market and at Kaimosi. This may be attributable to the fact that most of the officers were not among those who originally attended the meetings.

The folk media festivals offered an excellent occasion to reinforce messages through print media. Posters were developed and in some cases calendars with specific messages were distributed. A good example was the 1994 AIDS folk media festival held on the 1st of December (World AIDS day), during which calendars on the need to care for and love AIDS patients were distributed. The folk media festivals were crucial forums for PMU to distribute their items.

As far as involvement in developing the PEPP materials was concerned the IEC sub-committee members responded as follows;

Respondents	Number
Excellent	2
Good	3
Fair	4
Poor	0
Don't know	2
Total	11

PEPP's Units employed different methodologies in producing the materials. Since the IEC sub-committee acted as conduits between PEPP and people at the grassroots, it was important that Producers involve the IEC sub-committee members. Only two felt that their involvement was excellent. Three felt it was good, while four rated their involvement as fair. It is important to note that two did not know whether they had been involved.

The contract with JICA expires at the end of the year (December). The IEC sub-committee members are supposed to support the activities of PMC, which takes over from PEPP. PMC will be funded entirely by the Kenyan government. Most of the IEC sub-committee members are heads of government departments. Their genuine

involvement in what is being developed is important. When JICA pulls out, it is important that they feel part of PEPP, to give an input that will help PMC develop.

On the whole the respondents were satisfied that the messages given in the materials distributed was suitable for their organisation. Their responses were:

Opinion	Number
Very ideal	6
Ideal	3
Fair	1
Don't know	0
Total	11

It is important that PEPP Producers had messages that were appreciated and relevant to the people. The majority were comfortable with them. This is important because developing messages that are appreciated by the target audience is the initial step towards informing and subsequently changing attitudes and behaviour.

Out of the 11 respondents to the questionnaire, 3 members indicated that they would prefer that the materials be developed jointly, i.e. the IEC sub-committee members and the Nairobi office.

PEPP has employed different methodologies. During introduction of PMU, calendars were initially designed in Nairobi and distributed in the field without the involvement in their development of those who received them. An evaluation that was latter conducted indicated that they were misused as wrapping paper. Latter when involvement of the recipients was employed in developing messages and illustrations, this attitude changed.

Asked if the materials satisfied their expectations, the answers were:

Response	Number
Fully satisfied	8
Partly satisfied	2
Not satisfied	0
Don't know	0
No response	1
Total	11

The majority felt the materials that PEPP produced satisfied their expectations. This implies that they were ideal for their use, which is good.

On whether the IEC sub-committee meetings satisfied their expectations, the members responses were:

Response	Number
Fully satisfied	9
Partly satisfied	2
Not satisfied	0
Don't know	0
Total	11

Most felt that the IEC sub-committee fully satisfied their expectations. However, this may not be a true reflection of what their genuine feelings are because of fear of offending PEPP.

Only one of the IEC sub-committee members felt that the time provided for deliberation on IEC agenda meeting matters was barely enough. The remaining ten responded that the time provision was sufficient for this purpose. However they all indicated that they shared with their clients the information discussed during IEC meetings.

All but one of the respondents felt that they had been consulted by PEPP Producers in the development of materials to be used in the field. This is also a good indication on the approach that PEPP used.

When asked of their contribution to PEPP's print media materials they responded as follows:

Response	Number
Active participation	1
Passive participation	0
Did not participate	8
Don't know	1
No response	1
Total	11

It is definite from the above response that most of the members did not participate in development of the print media materials. This means that the approach by the Print Media Officers did not involve the members. It may have been more of a top-down approach. It is important that a follow-up of particular print media materials be made to establish how effective each was. This is because there are different materials within PMU.

When asked of their contribution to PEPP's video programmes the responses were as follows:

Response	Number
Active participation	1
Passive participation	0
Did not participate	8
Don't know	1
No response	1
Total	11

Like the case of the PMU, participation in development of the video programmes, their responses indicate that it was none existent. The programmes were developed and assumed to be ideal for the targeted audience.

Their responses on their contribution to the development of sound slide materials can be tabulated as follows:

Response	Number
Active participation	1
Passive participation	0
Did not participate	8
Don't know	1
No response	1
Total	11

The above three tables indicate that the respondents felt that they had not been involved by PEPP's production team in the development of materials. The IEC sub-committee members ensure the materials got down to the people. It is important that PEPP's production team incorporates them in the production process, especially where messages affect those represented by an IEC sub-committee member.

A communication approach that does not incorporate the end users of materials developed (as seen above) is wrong. While PEPP materials may be appealing, it is crucial that serious thought be placed on this revelation, during evaluation.

When asked if the organisation they represented would be willing to spearhead the IEC meetings in the absence of PEPP, 6 members affirmed that their organisations would be ready to take on the responsibility while 4 answered in the negative and one respondent gave no response to this question. Their reasons were given as shown on the next page.

Reason given	Number
Administrative reasons	1
Financial implication	4
Too involving	0
Other	0
No response	5
Total	11

JICA has been offering an allowance and lunch to those who attend the meetings. This may be the reason that the respondents were not comfortable with committing their organisations into taking the initiative of facilitating the meetings. It is important that this be adequately addressed and the role of the IEC sub-committee be outlined in PMC.

Conclusion of findings

It is important to note that the IEC sub-committee members appreciate PEPP's presence. However, they are not keen to take up the responsibility of steering PEPP at the conclusion of the contract with JICA. They would still look upon JICA (donors) to support the meetings. PEPP is supposed to be a peoples project. From their responses, they do not want to commit themselves.

However, the most interesting responses were those from the question of participation.

It is clear that the IEC sub-committee members feel they were not involved in

development of the materials. PEPP producers assumed that what they produced was ideal and would definitely inform the recipients and move them into action. Since PEPP materials are distributed free, it is difficult to establish whether they were actually appreciated and utilised.

As PEPP comes to an end and PMC takes over, a change in approach in which those who are targeted are actively (genuinely) involved needs to be established. A situation in which programmes are made, without involvement of the IEC sub-committee members or the actual recipients at the grassroot is very important in communicating with the intention of developing an area. A lot of money has been pumped into capacity building of facilities that are to be utilised for population education. Serious thought needs to be done on packaging. The materials should be what is needed by the people and not what the producers think the people want. The findings indicate that such an anomaly existed.

The next chapter is a discussion. It gives an insight of the PMU, its operations and the future. It does not look at PMU in isolation, but as part of the PEPP production process.

CHAPTER SIX

Discussion, Conclusion and Recommendations

6.0. Discussion

6.1.1 Introduction

The Print Media Unit established in 1991 as part of the multi-media strategy, established itself as an effective medium. Initially there only existed video production staff. Video programmes produced when other media were introduced (in 1991) include *Small Family for Better Living*, *Better Future for Child Care*, *Family Planning for Mothers Health* and *Family Life Education: Whose Responsibility is it?*

Video combines the use of visuals and sound to communicate a message powerfully.

However research has established that the audience quickly forgets what they watch. A printed word that could be carried away after a video show is therefore crucial in reinforcing messages, if the target audience is expected to change their behaviour.

Initially in 1991, the Print and Dissemination Units were one. There were two KIMC trained journalists (Pharaoh Ochichi and Michael Arunga) and a JICA Print/Dissemination Expert (Masami Yamamori). Their tasks included production of print materials and also ensuring that other materials were effectively disseminated in the field. This was achieved through organisation of dissemination seminars.

In 1994, the Print and Dissemination Units were made autonomous of each other.

Michael Arunga remained at the Print Media Unit, whereas Pharaoh Ochichi went over to the Dissemination Unit. JICA sent two Experts to each of the two Units. It is important to note that while NCPD was supposed to steer dissemination activities, a staff from them was not posted and stationed at PEPP. Ochichi who is a Print journalist remained to steer the dissemination activities. Even as PEPP's lifespan draws to an end, close examination of NCPD's input remains minimal. This is mainly attributable to the fact that they have limited staff. Qualified staff have left for greener pastures.

Materials that the Print Media Unit produced include desk and wall calendars, booklets, academic papers, novelettes, playlets, T-Shirts, fliers, the Population Education News newsletter and brochures.

6.1.2 Wall Calendars

Records show that the wall calendars consume the largest budget of the Print/ Dissemination Unit. They are also the most popular item emanating from PEPP. Interviews carried out in Kakamega indicate that people in the pilot areas look forward with eagerness to receiving the the calendars each year. Evaluation reports of the calendars carried out (Arunga:1994) and (Omariba et.al:1995) indicate that the people find the calendars useful and that they should, therefore, be availed to them early each year.

In 1993, 60,000 wall calendars were produced. The message centered on the need for partners to discuss about family planning freely with each other.

Some of the institutions and groups that were visited for evaluation purposes include Shitoli Youth Polytechnic, Western College (WECO), Matende Primary School, Government District Heads of Department, Kakamega Provincial medical staff, Keveye Girls High School, Mbale District hospital, Butere Diocese staff, Ekambuli Secondary School, Misikhu Girls Secondary school, Lirhembe Academy Secondary School, Enzaro Health Centre staff and ELUS women group.

In 1994, 55,000 wall calendars were produced, stressing on the need for loving and caring for AIDS patients. The 1995 calendar centred on responsible parenthood. In 1996, the wall calendar focused on drug abuse and in 1997, the message was on small family for better living.

In the production of wall calendars, the Print Media Officer initially identified the areas of focus through the IEC sub-committee. Pre and post-testing of the materials was then done in the pilot areas. This allowed genuine participation by the recipients of the calendars. The Focus Group Discussion (FGD) methodology was used in evaluating the 1994, 1995 and 1996 wall calendars. These FGDs were conducted in a participative manner, mostly in a relaxed atmosphere over a bottle of soda to elicit free discussion.

However previously (in 1993), a structured questionnaire was administered to recipients. This was limiting because of literacy levels. The Print Media Officer, as were all other PEPP Production staff, were also not well-versed with research methodologies and techniques. This conclusion is made because during the entire period, only one officer, Joyce Mwaura, a radio producer (who was later transferred to Population Communication) had in 1992 documented a research report.

It is important to note that the calendars were given out free, inspite of the high production cost. While talk of sustainability of the Project featured in most forums (meetings), tangible steps to ensure that cost-sharing measures were put in place to prepare the recipients of the materials was never done. While the wall calendar is the most popular item produced at the unit and has communicated diverse messages, it is unlikely that its production will continue when the government takes over PMC. This is because the commercial printing costs are quite high.

Evaluation reports carried out by PMU indicate that some of the people who received the calendars sold them. While this is illegal, it indicates that the materials are treasured and the buyers were willing to purchase them. It was revealed during evaluation exercises that the wall calendars were sold for Kshs 5/=, 10/= and even 20/= in certain areas of Kakamega. There were even cases of the calendars being sold in other districts like

Nakuru! PEPP should, therefore, have generated a lot of income if the calendars had been sold instead of given free.

An interview carried out by this student with the Training Officer at the Zambia Institute of Mass Communication (ZAMCOM) in Lusaka Mr. Edem Djokotoe, indicates that materials should never be distributed freely if sustainability is to be considered. He was full of praise for PMU's materials especially the PEPP-sponsored African Population Paper series and the *Hope of Tomorrow* and *Anti-Climax* booklets. Mr. Djokotoe advised PEPP to liaise with organisations who needed to development of such materials. The target should not only be Kenya, he said. It is his contention that PEPP should have taken the initiative of going commercial before the final year of the contract with JICA.

On sustainability, Mr. Djokotoe could not have been more correct. The wall calendar is entirely financed by JICA. Design work and some of its printing has been done by Care International. While Care International produce quality items, their rates are not low. It is worth noting that KIMC (in 1997) posted designers to PEPP. Instead of paying Care's designers, the work can be carried out at the Unit. This is a good and realistic approach towards sustainability.

A calendar is an item that every individual looks forward to receiving at the beginning of each year. If PMC has the capacity and means, then PMU should capitalise on this desire to ensure that they produce the calendar and circulate it on time. Actually if PEPP

had sold the calendars, they would have built up a strong financial kitty at the expiry of the contract with JICA.

6.1.3 Approach

Initially (in 1991) the Unit employed a top-down approach in developing and disseminating information on the calendar with the people of Kakamega. The calendar's messages were conceived in Nairobi by the then Print/Dissemination Expert. The entire development process of the material was done in the city and the people of Kakamega were limited to recipients of the item.

Although delivery notes indicated the recipients, there were cases of officers-in-charge not sharing what they got with their clients. Such a case was seen with the Ministry of Health's Division of Family Health (MOH/DFH). While a Senior Officer came to PEPP and received 5000 wall calendars, which were never received in the targeted areas.

This brings to the fore the essence of involving the actual beneficiaries in Kakamega. What kind of participation should PMU have used? Should PEPP have dealt directly with the actual beneficiaries or the system of communicating with the grassroots through middle level links was a better option? The IEC is a good idea, but it never always worked out. Instead of genuinely sharing out the items, some officers dished them out on who-knows-who basis.

This case of the MOH/DFH is not in isolation. It is worth remembering that initially the calendars were distributed by the Dissemination Unit. However NCPD latter demanded that they be accorded this duty, which is indeed their rightful role. However, complaints were received by PEPP's Dissemination Unit by some DPOs who said that they received negligible numbers which were far from adequate.

Each year, the budget for calendars was cut substantially. The numbers produced were as a result reduced drastically. At the end of this year, PMC will begin looking at the government for support. PMC will be compelled to sell the calendars, which people have been receiving freely. It will be tricky if people identify PMC which will be commercial, with PEPP. It is the contention of this writer that JICA can still put something in place towards the sustainability of the calendars project.

Proper guidelines and solutions need to be put in place to steer PMU into PMC.

6.1.4 Booklets

Initially PEPP's booklets were simple and geared towards utilisation by CBDs in educating small families and maternal and child health care units. However, with time it became necessary to diversify. Other population issues emerged, which begged for attention. Such areas as drug abuse, female genital mutilation and the dreaded AIDS scourge that threatened humankind worldwide emerged.

PMU as a result produced two AIDS booklets, not requested for directly by the Kakamega IEC sub-committee, but following feedback from the actual recipients of the 1994 wall calendar on AIDS. The AIDS message on that calendar was one calling for love and care for AIDS patients. The evaluation exercise revealed bitterness from AIDS patients, who resorted to maliciously spreading the disease so that they 'could die with others'.

It is as a result of this grave situation that *Hope for Tommorrow* by Bernard Osero and *Anti-Climax* by this writer were produced. *Hope for Tommorrow* uses an active participatory dialogue format in discussing AIDS. *Anti-Climax* on the other hand is a simple story. Both books targeted the youth.

However, of importance to PEPP on these booklets is that they were forwarded to KIE, which approved them as ideal for use in Kenyan schools. For KIE to approve a book is a positive move that PEPP should have used to its advantage. PEPP had the copyright and not PMC. PEPP distributed the booklets freely. The booklets are being appreciated. They should be sold to schools and the proceeds utilised in strengthening the Unit, now that funds from JICA to venture into such projects are not forthcoming.

PEPP has produced other booklets like the *Enzaro Jiko* and *Traditional Vegetables*, as demanded by the Community Development Unit. This is good co-ordination. It is

however, the feeling of this writer that Units within PEPP should have embarked on slight autonomy from each other, if they were to be sustained. A Unit liaises with the communities, discusses with them what they require and based on their needs requests PEPP to produce but at their cost. In the case of the above two mentioned books, the Community Development Unit should remit cost of production to PMU and then take the initiative of ensuring that the money that it had handed over to PMU was returned.

Otherwise to insist that the communities require booklets and proceed to distribute them freely is not genuine participation. It is unrealistically creating dependence. Unlike the calendars, a follow-up has never been made to establish if the materials were actually effectively utilised or not. In carrying out an independent evaluation of the overall performance of PEPP, particular attention should, in the opinion of this reviewer be placed on this factor.

6.1.5 African Population Paper series.

These are booklets that were produced following an agreement between PEPP and the African Population and Environment Institute (APEI) based at the University of Nairobi. PEPP's Team Leader then, Dr. Tokiko Sato, felt strongly that the Project needed to support population scholarship.

The well researched monographs on population dynamics were intended for university researchers, policy makers and planners, programme developers, implementors, monitors and evaluators, as well as the general readership.

The intention was noble. The papers were well received. However, it seems APEI intended to use them to boost their own image. APEI's Director received the majority of the booklets. Kenya has several universities, to whom the papers should have been greatly beneficial as they are written by top scholars.

PEPP's idea of producing academic papers was a noble choice but underwent the wrong channels. The papers production was steered by Prof. Oucho. However this was apparently for the benefit of APEI based at the University of Nairobi, which was Prof. Oucho's brainchild. The booklets didn't benefit the larger University of Nairobi, as PEPP was meant to believe.

There should have been a brainstorming session to ensure that the papers were based on critical population issues. Initially, the fourth African Population Paper was to focus on 'From Bucharest to Cairo'. This was just before the Cairo conference. However, Prof. Oucho convinced PEPP that there was no scholar who could tackle this topic appropriately. The question of the 'Refugee crisis' was instead tackled.

The first topic was more relevant, especially to PEPP's case. The Cairo conference was at that time in the pipeline. PEPP was destined to attend as an active participant.

Tackling this topic should have given PEPP members and other NGOs food for thought as they grappled with population issues and planned for man's destiny through an action plan that was laid down.

This writer also observes that since PEPP did not deal directly with scholarly target groups, its distribution of the monographs was limited. Most of these monographs were not popular with the people PEPP targeted, even the IEC sub-committee. Though the content was extremely informative, it was far beyond the comprehension of many. Even some of the PEPP production team have never read a single monograph. Most of the monographs are still gathering dust at PMU, a waste of resources!

6.1.6 The Population Education News

The Population Education News is PEPP's newsletter that is supposed to be published quarterly. A newsletter is the official mouthpiece of any organisation. A close examination of the content reveals a bias. Most of the articles are not written by the people in the field. It is not participatory, yet PEPP is supposed to be a people's Project!

Initially the layout was poor. However, it improved with introduction of a Print Media Expert who had a bias towards design. Population Education News, however, served the

Project well by informing on what the different units were achieving. Project Managers and other crucial personnel related to PEPP were interviewed and articles published verbatim in the newsletter detailing on policy and revealing what activities PEPP was involved in. This helped offer insight into what PEPP was.

The distribution of the newsletter, however, remained poor. Was the content suitable only for the IEC sub-committee? How was it beneficial to the grassroots people for whom PEPP developed materials? Apparently, serious thought was never given on how this facility could be exploited fully to PEPP's advantage. In fact it apparently operated in a *laissez faire* manner. Occasionally when distinguished visitors like the Japanese Ambassador visited PEPP, a Minister or during official opening of modern health centres established by PEPP, special editions were produced. However, these editions were aimed at a high level readership. The newsletter merely served to sell PEPP as an organisation to these readers.

However, this brings to the fore the question of the role of this facility in development. Was its role purely informational? This should not have been. It is the contention of this writer that Population Education News should have delved more not only into informing but also in triggering the readers into action.

Even though the articles were informative and made interesting reading to other organisations interested in PEPP's activities, the Project ironically has a poor networking

system. It never made use of the newsletter to foster better working relations. Articles needed to be solicited. It is also worth noting that it was sometimes not clear whether PMU or the Dissemination Unit should disseminate Population Education News.

Since PEPP's objectives targeted the rural folk, the newsletter would have gained more ground if it were made a rural newsletter. Applying the multi-media approach, the newsletter should have been utilised at the grassroots to mobilise the people.

Currently numerous political papers have mushroomed in Kenya, advancing their political ideologies. However, some of them have been used to misinform rather than inform those who read them. Ironically, although they have distorted and sensational articles, they are extremely popular with readers. It is the contention of this writer that this is an indicator that Kenyans are curious and if a good newsletter is released, it can arrest good readership.

Since PEPP's objective is to educate the masses on diverse population issues, PMC which will take over from PEPP can make use of the newsletter to counter the gutter-press that are misleading Kenyans. These media are fueling tribal and political tensions which can lead to civil wars. If undertaken the newsletter can be effective because PEPP has skilled personnel, who will apply professionalism instead of mediocrity.

6.2 CONCLUSION

The Population Education Promotion Project has played a crucial role in Population Education in Kakamega. PMU has produced numerous materials. The materials have apparently been appreciated. The IEC sub-committee acknowledge that PEPP has indeed been a good thing.

However, the Project would have performed even better, if each party had undertaken its role religiously. NCPD especially had its failings in the crucial dissemination expectations. But most fatal has been lack of proper sustainability plans, in which PEPP was prepared by JICA to operate independently. It seems when JICA leaves PMC would be expected to walk before learning how to crawl!

This paper, although not a conclusive research, attempts to offer suggestions in which the Print Media Unit can grapple with, come December (1998) when JICA withdraws its support.

6.3 Recommendation

PEPP generally and the PMU in particular are excellent examples of how communication can be utilised to harness development. While PMU has a lot to show in what it has

done, infusion of certain factors would have made its impact even greater. Below are some recommendations for PMU that this writer feels can help strengthen operations.

1. The Japan International Cooperation Agency (JICA) should purchase a printer for PEPP before the end of the contract period. This will ensure that printing works are undertaken at PMC and, therefore, cut down on printing costs drastically. Commercial printing costs are expensive. Failure to implement this would mean materials by PEPP will not be released at competitive prices.
2. All PMU material should immediately be commercialised. No materials should be given out free.
3. A workshop should be conducted for the Kakamega IEC sub-committee members to help them understand what facilities PMU has and how they can maximise their use.
4. PMU should introduce a commercial newsletter which can compete in the open market. The newsletter should be focused and with a strong editorial team. It should report on political, economic and social issues as they relate to population. It should also have informative and educative population-oriented features.

5. Clear costs should be introduced so that other units and organisations demanding production of materials for their use from PMU, should pay for the services. These should be at competitive rates.
6. Staff who have been seconded to PMU should receive training in project management, to equip them with skills to take over PMC. Most staff at PMC are new. Some old staff have left in search of greener pastures. The risk of more leaving is even higher with the end of the contract with JICA. This training will help those who remain to be ready to handle PMC. Internet should also be introduced to enable PMU staff have access to the latest information in development communication.
7. An independent evaluation of PMU should be undertaken to establish its weaknesses and strengths during the entire PEPP period (1988-1998). This would be an indicator of what future there is during PMC.
8. PMU staff should receive training in development communication to equip them with the necessary theories and approaches. The approach to producing materials for PEPP and PMC is not the same as writing a newsstory for a national daily.

9. PMU should utilise the rural press in disseminating its information. It can utilise its facilities to produce pull-outs which can be inserted in the newspapers that are circulated in rural Kenya.
10. PMU should offer consultancy to desiring NGOs. This would help raise revenue that the Hon. Joseph Nyagah (Minister of Information and Broadcasting) talked about during his maiden visit to KIMC.
11. *Anti-Climax* and *Hope of Tommorrow* which were approved for use in Kenyan schools should be reprinted and sold to schools to raise money. Other booklets like *The Fimbo* should be released to KIE for approval in schools.
13. The role of NCPD in disseminating PMU's materials should be clearly defined. It is clear from PEPP's lifespan that NCPD didn't fulfill certain objectives. The dissemination task is crucial. It should be clearly stipulated what should happen if a partner abdicated their role.
14. PMC should develop a strong research team. This would advise all units, including PMU. Henceforth, all steps of development of materials should be observed. An evaluation of each material should be done and proper reports documented.

15. The technical committee should comprise of all the production team who produce materials (both audio-visual and print). This will help every member learn from the mistakes of others.

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APPENDIX 1

QUESTIONNAIRE FOR IEC SUB-COMMITTEE MEMBERS

This survey by a student from the University of Zambia, attached to the Population Education Promotion Project (PEPP). It is a study on PEPP's participatory communication and relates it to development. The findings will hopefully be a contribution to the running of the Population Media Centre (PMC) which takes over from PEPP. Your honest answers will be crucial in contributing to the future of this noble Project. The Researcher will visit you at a later time for a follow-up interview. Thanks for your assistance.

(Please circle your answer)

What is the nature of the organisation that you work for?

Governmental **NGO** **Church** **Other**

Did you participate in the PEPP organised workshop on Participatory Project Planning at Webuye in 1994?

Yes **No**

Did you receive PEPP's materials in these periods? (Circle the year or years)

1998	1997	1996	1995	1995	1994
1993	1992	1991	1990		

Indicate which materials they were. If Print, what kind of Print materials (eg calendars, booklets etc), if video, which video programme (eg Small Family for Better Living) etc.

PEPP has a Print Media Unit and a Production Unit (for Radio, video and sound-slide).

1998 _____

1997 _____

1996 _____

1995 _____

1994 _____

1993 _____

1992 _____

1991 _____

1990 _____

Have you attended any of PEPP's folk media festivals?

Yes

No

If so, in what capacity?

Spectator Organiser Participant Other

How would you rate your involvement in developing PEPP materials?

Excellent Good Fair Poor

Are the messages ideal for your organisation?

Very ideal Ideal Fair I don't know

How would you prefer materials to be developed?

From Nairobi to you From you to Nairobi

Jointly I don't know

Did the materials satisfy your expectation?

Satisfied fully Satisfied partially

Did not satisfy I don't know

Do the IEC sub-committee meetings satisfy your expectations?

Satisfy fully Satisfy partially

Do not satisfy

I don't know

Do you have enough time to deliberate on the agendas in the IEC sub-committee meetings?

Sufficient

Barely enough

Insufficient

I don't know

Do you share with your clients/ members of your organisation what is discussed at these meetings?

Yes

No

Have you been consulted by PEPP Producers in development of materials?

Yes

No

Are PEPP programmes gender sensitive?

Yes

No

Have you as a member of the IEC sub-committee contributed (participated) in development of PEPP print materials?

Participated actively

Participated passively (quietly)

Did not participate

I don't know

Have you as a member of the IEC sub-committee contributed (participated) in development of PEPP video programmes?

Participated actively

Participated passively (quietly)

Did not participate

I don't know

Have you as a member of the IEC sub-committee contributed (participated) in development of PEPP sound-slide programmes?

Participated actively

Participated passively (quietly)

Did not participate

I don't know

In the absence of co-ordination by PEPP, would your organisation be willing to spearhead the IEC sub-committee meetings?

Yes

No

If the answer to the above question is 'No', is it because of

Administrative reasons

Financial implications

Too involving

Other

If the Population Media Centre (PMC) is to concentrate on only two areas, what would be your preference? (Circle your first choice and underline your second) Add what may be absent below and circle or underline.

Folk Media	Video programmes	Radio programmes	Fliers	
Sound-slide	Calendars	Booklets	Pamphlets	Posters

Appendix 2

Names of those interviewed (face to face)

Atsuko Morita
Print Media Expert
PEPP/JICA

Oduor Onyango
District Population Officer
Kakamega

Pharaoh Ochichi
Dissemination Unit
KIMC/PEPP

Dr. Toshiki Awazawa
Expert-Dissemination Unit
PEPP/JICA

Dr. Tokiko Sato
Former Chief Advisor
PEPP/JICA

Kiyofumi Tanaka
Former Expert-Dissemination Unit
PEPP/JICA

Job Osiako
Principal of KIMC and Project Manager PEPP
Nairobi

Amb. Bullut
Director
NCPD

Yoshio Yoshida
Chief Advisor
PEPP/JICA

Michael Muindi
IEC Officer
NCPD

George Kichamu
Assistant Director and former DPO Kakamega
NCPD

Dr. Toshiki Awazawa
Dissemination Expert
PEPP/JICA

Sammy Magomere
Head of Maintenance
KIMC/PEPP

Kiyofumi Tanaka
Dissemination Expert
PEPP/JICA

Yoshio Yoshida
Chief Advisor
PEPP/JICA