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## UNIT 14 COMMUNITY-BASED COMMUNICATION

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### 14.1 INTRODUCTION

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The task of a trainer is a very challenging one. She has to have the ability and flexibility to select training design, content, media and methods to suit varying audience profiles and situations at the individual and community levels. Communities are congregations of individuals within and outside the framework of families, institutions and other groups put together. In order to be able to communicate effectively at the community level, it is very important to understand the individual, group and community dynamics that bring them together or bind them as well as those which separate or divide them.

A complete assessment of the members of the audience, their awareness, values, attitudes, needs and priorities is very important. The sex role behaviour within socioeconomic and socio-cultural perspectives at the family and community level also needs to be given equal importance. Another crucial input in community-based communication is the media and methods suitable for use in communicating effectively at the community level. Integrating people's participation into all aspects of training and communication is an essential feature of all effective campaigns. It leads to better capacity building and ultimately to people's empowerment. It is essential in attitude and promotes the process of behaviour change at all levels - individual, family and community.

### Objectives

After studying this Unit, you will be able to:

- list the characteristics of large audiences and the role of opinion leaders, local groups, community networks and institutions within the community as a part of the audience profile;

- describe the factors and principles involved in organizing exhibitions and displays and methods of assessing their effectiveness;
- list the steps in planning and organizing community campaigns and methods of building better participation for effective impact;
- discuss some examples and cases for a better understanding of facilitators and inhibitors in strategy design for change at the community level.

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## 14.2 REACHING OUT TO A LARGE AUDIENCE

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When we face the challenging task of reaching out to an audience as a trainer, it is very important to understand the audience profile. This task becomes even more difficult when the audience is large and geographical spread is vast. Yet, it is most important to start with collecting information on:

- Who is the audience? What is the audience composition, segregation?
- How large is the audience?
- How far does it spread? What is its distribution?
- What are the individual, family and community characteristics? This includes aspects related to access to resources, role expectations, and behaviour of both men and women within and outside the family.

The spread of the audience could vary from a single village/ slum to a set of villages across a district, block or state. It may be primarily rural / urban / peri-urban and slum/ tribal. The audience could also be an entire region, an entire state since women's empowerment and development concerns several large populations.

The size and geographical spread determines the use of media, methods and strategies that could be useful in reaching out. A profile of the population on aspects of income, standards of living, access to resources, literacy, religion, social and cultural aspects and political behaviour is also necessary.

Some important considerations we need to keep in mind include:

- What are the knowledge, attitudes and behaviours that exist at an individual, family and community level? How does this reflect the status of men and women? How are sex role expectations, socio-economic and socio-cultural behaviours of men and women, boys and girls? What is the ground reality on gender equity? The political and social dynamics of audiences need to be understood very clearly e.g. participation of both men and women in the community development process should be understood.
- What is the work and time distribution of men and women within and outside of the family? How would we describe the literacy and employment status, decision making capacities on matters concerning self, family and community for both men and women? What is the influence of prevailing role models, political attitudes and behaviours of the community, mass media access? What impact does this have on the exposure, self concept and self esteem of men and women? A complete picture on prevailing attitudes, behaviours and practices in general among men and women and expectations from self and others is necessary. It is also necessary

for change makers to be aware of the changes they have to promote and the reactions of the community to the same in terms of acceptance/rejection.

- How is authority and responsibility assigned to men and women within families and communities?
- What were the factors that bind and divide the community? What does this tell us about identifying areas of concern as well as the facilitating and hindering forces in the change process? For example, in some communities caste and common cultural practices bind them together whereas in others, a fellow feeling of being a woman, irrespective of background could bind women together.

A complete profile of the audience and their behaviour, attitudes and practices is essential. This is the beginning of community work. This data could be gathered from primary sources (e.g. interviewing people, discussion with key representatives of the community at individual and group level, participatory appraisal techniques) and secondary sources ( e.g., existing documents, researches). As an example, census reports and results of a project on water management practices of villages in a district could reveal considerable information about the population profile and gender perspectives. This could be supplemented with first hand surveys and discussion to get a complete picture of the target audience and their opinions. Such discussions with the community not only contribute to our directly getting information from the community but also initiate the process of participation. They set the process in motion and lay the foundation for team building and networking. This process also gives them an idea about the existing resources of the community—human and material that could be tapped later in the training process for fostering people’s participation.

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### **14.3 ROLE OF OPINION LEADERS, LOCAL GROUPS AND COMMUNITY NETWORKS**

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A profile of the community would include a profile of the existing community-based institutions and organizations, networks and key individuals. Without an understanding of these, a complete profile of the community / population is not possible. These could act as facilitators / inhibitors in the change process depending upon the nature of their participation, attitudes and past experiences.

Local groups and networks as well as opinion leaders have a significant role to play in influencing opinions, attitudes and behaviours of people. There are significant networks that are very important in determining the direction of change in the community. If convinced, community and individuals can act as motivating factors in facilitating change as well as key agents in the change process. If they are not convinced or if they are against the process, such groups and individuals can stop or prevent the entire process e.g. Village Pradhan and Sarpanch, Block Development Officers (BDOs), Panchayat members, school teachers etc. If convinced they not only participate as individuals but bring with them the institutions to which they belong. This helps in mobilization. For any communication to succeed, it has to be rooted in people’s lives, problems, attitudes, behaviours, life-style and socioeconomic and sociocultural processes.

Local groups and community networks like Yuva Mandals, Mahila Mandals, Anganwadi workers, motivated teachers, doctors and others, members of an adult literacy class, institutions of learning, religious groups are all examples of opinion leaders/ people's groups. They have the potential of acting as nodal points in initiating the communication and change process and also carrying it forward to strengthen it.

Who are opinion leaders? They are individuals who may be part of these groups, or may be outside these but have a place of significance and respect in the community. These could be well known members of the community based on:

- their age, class and caste position;
- election to a body such as a cooperative or panchayat,
- personal characteristics like being committed to people's needs, helpfulness, awareness and positive attitude towards change.

These are the people whose opinion matters in the community, family and society at large. They could be family elders (male and female), village pradhan (head of the panchayat or local government body, educated youth, anganwadi workers, village level motivators, BDOs, school and college teachers. In fact any one, even though uneducated and from lower socioeconomic status, who has a place of respect within and outside his/her family and community can be considered an opinion leader. These people have considerable influence within their families and community. They have decision making authority, the role of sanctioning what is correct and not correct behaviour, identifying opportunities and threats within and outside families and community. It is these people who act as visible and invisible "gatekeepers" in a society sanctioning concepts and practices as right or wrong.

In any communication and change process, opinion leaders should be "taken along" – encouraged to participate and promote the desired change. The opinion leaders need to be convinced about the attitudes, values and direction of change that is being promoted. The issues and concerns that trouble these leaders need to be addressed very carefully and they need to be fully convinced about the benefits of the change process. This will ensure that they lend their complete support to the process of change and the direction of change that is being promoted.

It also makes good sense to first sensitize these crucial change agents, take them along, convince them about the process and implications of change and motivate them to act as key nodal agents of change within and outside their families, institutions and communities. This is why involvement of opinion leaders fosters participation of the institutions or groups they belong to not just themselves as individuals e.g. village pradhan/ sarpanch, BDOs, panchayat members, school teachers, opinion leaders in women's self help groups. Institutions and groups are the next level of change makers in sensitization and training. They are useful in mobilizing large audiences.

Exhibitions, demonstrations and community campaigns are effective methods of community- based communication with large audiences. Exhibitions and demonstrations could in themselves be a community strategy or they could form a part of a communication strategy/ campaign. This would depend upon the scope, the content of a message and extent of mobilization needed.

**Check Your Progress Exercise 1**

1) Name two sure ways of reaching a large audience.

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2) Name some opinion leaders in your area. Why do you categorize them as opinion leaders?

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3) List factors which influence the organizing of an exhibition and a display.

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**14.4 ORGANIZING DEMONSTRATIONS**

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Demonstrations are of two types: Process and Product Demonstrations. Process demonstrations focus more on the process of achieving a goal or an end. This is useful when a clear understanding of each and every step involved is very important e.g. how to conduct a role play exercise. There could be alternative processes but the end is important.

Product demonstrations are those that deal with different processes to reach a desirable end. In this, the ultimate goal is the desired product and the various methods through which the product could be produced. Many times, complete details of all routes and processes are not so important but the end result is very important reduce e.g. campaigns on adult literacy, ecology, AIDS, safe water, and role of gender issues touch each person irrespective of class, caste etc. These campaigns need to mobilize all the participants of a community for a solution to problems.

**Factors in Planning Demonstrations**

The factors we should consider in planning demonstrations include:

- *Felt need for the topic:* Unless there is felt need expressed by the community members, they are unlikely to come forward to participate.
- *Relevance to women’s lives:* The demonstration should be related to women’s day-to-day existence and should be likely to have a positive impact on their quality of life.

- *Convenience in logistic planning:* If the planning and organizing of materials is not very cumbersome, it does not require very expensive and rich materials, does not require too much space, people are more likely to participate.
- *Women's willingness to participate:* Women should be willing to participate not only as learners, observers, discussants but also in assisting in putting the whole process together including venue arrangements, actual demonstrations and evaluation.

### **Setting Up Demonstrations**

The following steps can be undertaken in setting up demonstrations:

- Identify suitable venue with people's help and willingness. Use people's help in venue preparation, planning, implementation, monitoring and evaluation.
- Collect all raw materials together in advance.
- Arrange all steps in advance.
- Use preparation for some steps that could be time consuming.
- Sequentially arrange the message using chalk boards, bulletin boards, banners, tin boards whatever is relevant.
- Ensure clear visibility of each step.
- Have a small group of people in each batch.
- Wherever possible, give a chance to participants to come forward and conduct a step with their own hands.
- Use correct sequencing of steps.
- Give clear instructions while doing each step.
- Repeat the content at the end of each step.
- Logically link up all steps.
- Recapitulate or remind the audience of all the steps at the end.
- Appoint people in advance in the team to monitor the demonstration in terms of content clarity, visibility, understanding of women, gender concerns and questions, people's participation and problem areas. These people should be onlookers or observers and not participants.
- At the end of the demonstration, assess effectiveness of all the above points with the participants. Add to this, the feedback of the monitoring team appointed in the beginning and your own feedback.
- Identify problems areas that need improvement and strengthening,
- Prepare a plan to reduce and eliminate the problem areas for effective flow of demonstration.
- Implement this plan in future demonstrations.

**Check Your Progress Exercise 2**

1) What is a demonstration? Why do you use it?

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2) Present your plan to set up a demonstration.

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**14.5 ORGANIZING COMMUNITY CAMPAIGNS**

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Community campaigns, on the one hand, are very important and significant ways of initiating and inviting people’s participation. On the other hand, they are significant in communicating to a large audience in order to initiate and sensitize them towards change. Also these are effective methods in mobilizing the community at large, removing barriers of age, gender, class and caste as well as barriers to access created by educational, political and religious backgrounds. We need to remember that even the barriers of access to resources and opportunities; negative or hostile attitudes, behaviour and practices need to be removed or reduced in order to mobilize the community for positive change. For promoting greater access to resources by boys and girls in a family, community members and NGOs need to work together to make it successful.

The content of the communication inputs is most important. It should be appropriate for the socio-economic and socio-cultural background of the women. It should be unbiased and objectively correct in terms of the message; promote equity, justice and positive attitudes, values and roles without hurting anyone’s sentiments and place in family and community. This process has to be handled with tact. A positive change is needed without posing a visible disturbance in authority structures. Yet action must be initiated to redistribute authority, responsibility and accountability for the common good in family and community. The sanction of opinion leaders and those with authority is, of course, necessary for promoting change. A feeling of commonality raises common concerns, the common good. This needs to be promoted among the opinion leaders and community networks so that the sensitization process and support for promoting desirable changes is already in place.

It is most important to remember that we are dealing with real life people, situations and long standing social order. Any change that is promoted will disturb someone’s interest somewhere. Confrontation needs to be avoided. It is necessary to create subtle, quiet changes without disturbing major existing authority structures. We need to emphasize a redistribution of authority and responsibility. Those with authority need to be reoriented in terms of values

and attitudes, priorities, role models, responsibilities. We need to come forward and promote the desirable change slowly, steadily, gradually and subtly into their lives to have a positive impact on self and others. Reorganization of lives and priorities, roles played by all, values, attitudes towards a positive behaviour change and sharing of rights and responsibilities within families and communities is very important.

Some important points to keep in mind include:

- Care should be taken not to have direct attacks on existing structures but use them as discussion points for change e.g. pick examples from day-to-day lives of women and initiate discussions to find a solution without hurting people.
- Confrontations should be replaced by common opinion for a desirable direction of change as agreed by the people's groups and not forced upon them by outsiders. Therefore, generation of positive opinion is very important.
- Change should be welcomed by people themselves and they should emerge out of their own suggestions without being enforced by anyone from outside. This is because unless people are convinced about the change and accept it at all levels – ethical, emotional, mental and spiritual levels — they are not going to implement the changes in their lives and promote the change among others. It is not easy to change age-old beliefs unless people are convinced totally that change is necessary.
- Content of the campaigns should be suggestive, promotive, and process oriented, unbiased, objective, tested and correct. Any wrong message could lead to disastrous results.
- Content should never be forced or judgmental in nature. It should be value added. We should never pass strong judgement of good and bad but look for constructive solutions. Strong judgements could divide the community.

Some useful strategies in community campaigns include:

- Trainers should act as facilitators and catalysts of change and not those who enforce change.
- Women's participation should be the key to the campaigns for change.
- Unless people are convinced about the value and direction of change and its relevance to their day-to-day lives as well as its role in influencing the quality of their lives in the long run, they will not come forward to spare their time, energy, effort, resources to participate and adopt the change in the long run.
- The direction of change suggested should be process oriented, covering a large number of aspects of people's lives so that it is easier to convince the community about its relevance. For example, a coordinated, shared work distribution at home for a working couple could mean better health, quality of life for the women and family or better support systems for women in agriculture.



## Media-Preparation and Use

- Change suggested should be well knit into the socio-economic and cultural fabric of women's lives. It should not stand out at any one level but should be well woven into all aspects of existence to appear as a viable solution to the problems faced. If the change is not viable, chances of acceptance are low.
- Participation by government, semi-governmental organizations, NGOs, local leaders and community networks should be maximum and multi-pronged so that their sanction and support adds scope, content, lustre and visibility to the campaign.
- Networking in all existing institutions along with opinion leaders on one hand and the community on the other hand is the key to launching campaigns effectively.
- Participation of all concerned: Change agents, change makers, those for whom change is sought, those who sanction change, systems of authority and responsibility all need to be brought together on a common platform without causing confrontations, but to build a common ethos of positive development and empowerment of the community at large.
- People's participation: Participation of all concerned especially women should be taken at all stages of campaign planning, implementing, organizing, evaluation, to give feedback for the future in order to act as a feed forward.
- Responsibility and authority should be distributed with the help of the community keeping in mind everyone's capacity.
- People's participation especially participation of women should be maximized by using local materials, local resources, local role models, local leaders, local venues and spaces, local participation with the scope and space for everyone across all ages, gender and socio-economic backgrounds to contribute in terms of ideas, labour, monetary resources, inputs in kind as well as mobilizing people to participate.
- Clear delegation of authority, responsibility is essential but with people's participation at every stage.
- Clear cut plans should be made giving details of events, locales, materials, venues, methodologies of participation, resources, people in charge, guests, seating arrangement, media to be used, timing, scheduling, responsibility for monitoring, responsibility for evaluation during and after the campaigns. All details need to be worked out clearly with people's participation.
- Implementing all stages of the campaign from sensitization to mobilization should be with participation of local resources – human and material at all stages.
- To add a sense of ownership, local events like festivals and local markets, local fairs could be used as key contact points. It is at these events and festivals that people tend to come together in large numbers at common venues for their own activities. This saves the time, energy expenditure in bringing people together separately. Also people are more relaxed at such events and are mentally more open to participation.

- Separate mobilization for a large event could be done separately wherever these local events are not in the near vicinity or are not relevant to the kind of message and content.
- Mix serious discussions, games, fun and frolic along with the information, education and mobilization exercises.
- Include a list of discussions, participatory appraisals, multimedia strategies, group work, workshop kind of activities that facilitate group interaction, to give everyone a reasonable chance to participate.
- Use role models with proven track record as examples locally or from neighbouring areas wherever possible.
- Use local media along with whatever media is relevant. Use local theatre, puppetry, role plays, folk songs, folk lore, local jokes, tales, parables, mythology, spirituality, local artists, local music to add interest and cultural identity. Local food, local people, local guests all add up to give a sense of ownership. It gives the feeling that it is their event and not that which is enforced from outside. Local language wherever possible (without disturbing the content of what needs to be disseminated) should be the ideal medium of exchange.

In Rajasthan, for example, local music, theatre, songs, talents have been used to weave in the message to be conveyed. In the local songs, changing the content as felt by women, suggested and evolved by women have been effective. The local songs are sung in the same local language and music but with changed lyrics. Local characters in Rajasthan folklore have been used as key characters in role play scripts. Twist the content of the jokes, tales to promote the new message. Panchatantra, or any other story could be used. Some Daal Baati or favourite Rajasthani food can be served to the participants to improve their identification with the event and promote ownership of the event. The following points need to be kept in mind:

- Add slides, film strips, video, audio tapes wherever needed to give authentic, correct and factual information as well as tools for mobilization wherever needed.
- Use of local skills, local resources and local human power is the key to maximizing women’s participation and acceptance of change. Building a team of sensitized individuals who can network together could be a continuous agent for change.

Participation of important local people can be organized in many ways e.g. local leaders could inaugurate the event, local elders could give away prizes and change makers could be awarded and recognized. Those who contribute time, energy, skill should be invited and encouraged to support the campaign design.

**Check Your Progress Exercise 3**

1) While organizing a campaign how will you use women’s mela and padyatra?

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2) Which messages can you communicate during (i) health mela campaigns and (ii) festivals?

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3) How will you use a rural market to communicate important messages?

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## 14.6 ORGANIZING EXHIBITIONS AND DISPLAYS

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Exhibitions and displays are effective tools of communicating with communities. They bring the people together for sensitization and information, dissemination, awareness, sensitization on issues and problems being faced by communities. They could form part of a sensitization campaign to give detailed information on issues on which people are already sensitized, or to draw from the examples in the community to act as facilitators and role models for change. They could mobilize people for change.

Exhibition at important places and displays can also act as central attractions for change initiation, change promotion, change integration and resultant development. Exhibitions and displays are a very integral part of any media campaign for community- based communication.

Exhibitions and displays combine the visual and text matter presentations through a variety of communication aids such as:

- posters;
- charts;
- flash cards;

- flip charts;
- flannel graphs;
- bulletin board and displays;
- banner- cloth/ tin/ paper/ any other suitable materials;
- wall writings and
- hoardings.

Film shows, slide shows, role plays and puppet shows can also be integrated into a multimedia campaign. Exhibitions and displays promote a clear flow of information, clarity of message and initiate behaviour change.

Even live demonstrations of products and processes can be integrated into the exhibitions and displays to make the process of communication more complete and authentic.

Exhibitions and displays primarily deal with a sequential presentation and flow of information for a clear understanding of the audience. It may also deal with inputs for motivating behaviour change and attitude change through posters, flash cards, slides and film shows. Change of media supporting the exhibition has to be made very carefully keeping in mind the knowledge, attitude and behaviour of audiences, available materials and facilities, finances, time and space available as well as suitability of the content to the media chosen.

### **Factors in Planning**

Exhibitions and displays are either organized as a part of a larger campaign or as independent communication methods in themselves. In the case of the latter, they may lead later to a campaign as a part of attitude and behaviour change.

It is important to keep a few considerations in mind: Location; timing and duration; scale; space; structure; time frame and portability of materials.

#### ***Location***

A convenient and centrally accessible venue should be identified like a school, anganwadi, panchayat ghar, village chaupal, baraat ghar. The venue should be easily accessible to all — irrespective of age, class, gender and caste. It should be well lighted, ventilated so that people can visit and make use of the exhibition comfortably.

#### ***Timing and Duration***

Timing and duration of the exhibition displays should be suitable for the people's needs especially women's needs so that they can visit and access the exhibition easily. Timings have to be flexible and stretched across long parts of the day so that different sections of the community can come and visit the exhibition at different parts of the day. As an example, women may want to visit when they are free from household chores and men may want to visit when they are free from their regular tasks. There should be some shifts of time when the family and community as a whole can visit the exhibition. Timing slots of the exhibition should be flexible and at specific timings when most of the community members are free.

The duration of the exhibition stretch to 2-3 days to enable community members to attend and participate according to their convenience. The convenience of the women is of particular importance. Those sections of the exhibition targeting the children should have special shows and games and competitions arranged at hours when children are free from school.

### *Scale, Space and Structure*

- Scale of the exhibition depends upon the content, design, space available as well as people's participation expected. Scale could extend with a single room, multiple rooms, multiple floors, a compound and complex designated and designed especially for it, one hall/ halls depending upon the treatment of the content and display planned.
- The exhibition could also be organized over a larger space including the panchayat ghar, school, baraat ghar if the village, the local haat, open space (maidan) depending upon the scale permitted and accepted mutually by the community and the organizing team.
- Content can be divided into parts and sub-parts and each part can be given an interesting treatment using various media. Games, exercises, discussion, participatory appraisals could be built into the exhibition to make it participatory as well as to facilitate learning.
- Structures of the exhibition and portability of the exhibition are also important factors to be taken care of. Structures of the exhibition should be a combination of fixed parts and parts that can be dismantled easily each day and packed, and put up the next day. Some parts that may be too cumbersome to put up each day could be seen as permanent fixtures. Also parts that are difficult to handle or sensitive to rough handling like OHPs, TV, Video, Slide projectors, power point projections etc. should be preferably indoors. There should be a combination of fixtures which can be dismantled and fixtures that are left in place.
- Other parts that have scope for large group participation and have to be put up at venues outside a building should be easy to dismantle each day and put up the next day.

Typically puppet theatres, games, participatory appraisal related displays, discussion, group interactions can have a list of portable materials which can be used like portable boards, flip charts, pens, chalk boards and chinks etc. In case these can be stored or displayed safely indoors they need not be dismantled each day because that is an extra responsibility.

Most of the exhibits should be easily portable (with boards that can be packed and fixed easily). Display material should be of such raw material that can last long so that the exhibition can be packed and transported and fixed again at other venues quickly and with no damage to display materials etc.

At any particular venue, the exhibition should be preferably fixed so that very little dismantling and putting up exhibits again each day is required. This is because that amounts to extra planning, supervision, care. The following points would help in communicating with people through exhibitions and displays:

- Emphasis should be on discussion, and women's participation. Women

should be involved in setting up and supervision of the exhibition, providing infrastructure and resource support, participating in demonstrations etc.

- Time frame should depend upon the content, women's needs, their interest, free time, as well as the kind of follow up to be initiated. Always plan follow-up activities or plans to keep the interest of the community alive. Keep monitoring the follow up.
- Ideal time frame for an elaborate exhibition at village level is about 4-6 days where the display has a lot of scope of inbuilt people's participation. The same design at the Block level, where a large number of villages are involved, should be about 5-8 days extendable to 10 days, giving scope for people to travel and participate actively at their convenience. In semi-urban areas, again it could vary between a week to 10 days. In urban areas, the display duration for an elaborate exhibition should be at least 10-15 days backed with elaborate publicity so that people could conveniently participate.

### *Principles in Organization*

Some of the basic principles in organization include: Use of local materials, display functions, aesthetics of arrangements, visual clarity. Let us discuss each principle.

- Encourage the use of local materials for planning and organizing exhibitions. Materials with which people identify themselves and to which they relate easily should be used. Facilities that they are familiar with should be used. Too much use of hi-tech materials, flashy materials and technology could sometimes distract and not add to people's understanding.
- Overuse of "high tech" devices should be avoided as it could act as a barrier between the people and the organizers. Also in poor communities, it would create the feeling that the community does not have enough to meet its needs but the organizers were wasting money to use flashy materials.
- Avoid use of expensive paper, flashy paper, chalk boards, display boards if possible. Avoid any misuse and wastage of any resource as it does not create a good example. Yet good, portable, display boards that are light in weight, with quick fixing facilities are welcome even if they are expensive because they minimize the time in setting up of an exhibition and winding it up. Safety of the materials as well as portability adds to the considerations to be kept in mind.
- Local cloth boards, banners, tin boards, wall writings, threads and bundles to help in display, local puppet theatre, local puppets if possible, local games could add to the acceptance, participation and facilitation.
- Use a combination of resources— especially local resources.
- Do not misuse any materials, any technology.

### *Display functions*

Display, setting up of an exhibition should be a team effort of participatory planning, design and implementation between the organizers and the

community. All displays should be set up a day in advance of the exhibition. A team of organizers and community members should be available near each section of the display assisting in people's participation, understanding and discussion. The same teams should also have the responsibility to monitor and evaluate their sections of the exhibition along with women's participation – during and at the end of the exhibition. By continuous monitoring and better participation for better mobilization, change could be achieved.

### *Visual Clarity*

The contents of the entire display should be visually clear. The lettering sizes, arrangements should be clear, legible. Visuals should be clear and suit the content, adding interest to the display and not taking away from it.

The display should be eye catching as well as aesthetically pleasing. Also, it should contain elements with which people can relate themselves. It should break barriers between people and the display and not create any new barrier.

Unnecessary content should be avoided. The content should flow logically from one part to the other, from main to specific points of coverage, from a broad overall display of the whole; to a detailed coverage of the content.

### **Aesthetics of Arrangements**

- Arrange plants, rangolis or any other local decoration like local cultural decorations or drawings by local women and local children wherever possible, on walls and floors, well integrated into the exhibition but without disturbing the clarity of flow of information. It should be either at the outlet or at the end of the exhibition.
- Follow the principles of art and design in each section of the display to make it aesthetically pleasing and visually attractive.
- Do not overdo any section of arrangement as that takes away attention and interest from the content of the display.
- Avoid overdecoration and overcrowding of materials
- *Balance the text and visual matter* in each part of the display. All four sides of all displays should be visually balanced.

Some points to remember include:

- Balance the empty and filled space in each part of the display.
- Display should be rhythmic: The eye should automatically flow from one part of the display to another without a break and settle on the 'main point of focus' or emphasis.
- Plan out points of emphasis: It could be an interesting picture, a poster, or a point of text that is the central theme and is worth highlighting. Give a lot of content around the point of emphasis to highlight it well.
- Follow principles of proportion correctly.
  - a) Preferably use rectangular displays, in the proportion of 2:3 wherever possible.

- b) Avoid square displays.
- c) Size of alphabets, lettering and visuals should have a pleasing proportionate relationship to each other as well as to the panel of display.
- d) All panels of display should have a pleasing, proportionate relationship of size and shape to each other and the venue.
- e) Avoid very large and visually heavy displays in small rooms and very small displays in large halls.
- f) Avoid large and bold alphabets and large visuals in small boards and banners and very small alphabets and visuals on large panels and banners.
- g) Lettering size should flow sequentially from main heading to subheading to the prior text matter. All the 3 sizes should have a pleasing proportionate relationship with each other as well as to the panel or the board of display.

### *Assessing effectiveness of exhibitions*

Effectiveness of exhibitions can and should be assessed simultaneously, when the exhibition is on; as well as taken as an evaluation activity. Continuous monitoring of effectiveness of the exhibition and responses to it need to be checked each day, each session, with participatory evaluation techniques.

The team should be assigned the responsibility of participatory monitoring and evaluation of each session. This should be based on the expectations and objectives of each session as well as each section of the exhibition. The teams should consist of the members of the organizing team, members of the community as well as participant's responses observed directly and indirectly. The participant's feedback could be taken through questionnaires, asking questions, observing their actual reactions in case there is a discrepancy between what they say and what they feel.

Some of the considerations to be kept in mind while monitoring and evaluating each section and session of the exhibition display as well as evaluating the overall effectiveness are the following:

- *Venue related:* Easy to reach, accessible to all sections of society, convenient, well lighted, ventilated, clean, adequate space to house each section properly.
- *Content related:* Visibility of the display, clarity of visuals and text material, proper use of colours, lettering size, materials, clarity of concept, sequential flow of information, appropriate language and examples (with which people can relate easily and positively and not object to ) etc.
- *Project Participation:* Women's participation should be monitored and evaluated in terms of number, age, sex, caste, class differentials, kind of interest shown in each aspect, aspects of the display that are taken seriously and those that are not, parts of the exhibition where participation is just superficial, kind of questions asked, relatedness to women's lives, aspects found acceptable and objectionable.



Also, changes in learning content and information could be studied before, during and after the exhibition. Areas that are clear, promote the change, and areas that are unclear and need repeated exposure should be outlined. Also people's views on areas where behaviour change was needed, change was possible, change was acceptable and areas where change was objectionable should also be taken care of. This would help in follow up exercises.

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## 14.7 ADDING THE LOCAL TOUCH: LOCAL MATERIALS AND LOCAL PEOPLE

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The local touch is crucial in all forms of community – based communication. It adds relevance to the content. Local materials and local resource persons bring down the cost and increase the relevance for the audience. They will identify more easily with the themes and messages if they are evolved by their own respected community leaders and if their help and participation is sought.

Some hints that you may find useful include:

- Use local folk forms of art and modify them to include the message you want to convey with the help of local experts in the community.
- Whenever communication aids are to be prepared, try first to use materials available locally such as textiles, pottery. These can be used to depict themes and messages in the form of paintings, drawings, embroidery.

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## 14.8 CASE STUDY

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Adithi, an NGO in Bihar, has experimented with using *Khatwa* (appliqué) and *Sujuni* (traditional embroideries) used by women for generations as an outlet for their creativity. Earlier made in isolation by the individual woman or family members, these have become group and community activities. Women come together to collect materials, discuss designs, stitches and colour combinations. A piece of *khatwa* or *sujuni* which would have become a wall hanging or cushion cover for the urban buyer has now become a tool of gender training for illiterate women.

The wall hangings depict a range of themes in gender training drawn from the women's lives such as girl's education, dowry, women's work, female infanticide and foeticide. The people easily understand the folk designs. The women of the groups or Adithi's gender trainers take these and put them up in the cross roads, on street corners, stalls, exhibitions, meetings etc. People watch them as they go by. If there are any questions, there is someone available to answer them and to help them to understand. In the process of making also these wall hangings act as tools of gender training. The themes are thoroughly discussed amongst the group members, while these discussions go on in the Centre. There are many other women in the Centre who either listen in or actively discuss the issue. After the design is drawn on the cloth, either one or a group of women takes it home. Embroidery by hand is a slow process. Another set of girls, women and men (who do not come to the Centre) get a chance to see the piece. There are one or many rounds of discussions about it. Unknowingly, unconsciously the message is carried forward.

(Source: Based on documentation by Ms. Viji Srinivasan, Director, Adithi)

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## 14.9 LET US SUM UP

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The main points that emerge from the Unit include:

- It is important to gather information on the target audience in the community/communities and their resources.
- Opinion leaders, local groups and networks play a critical role in community-based communication. They should be actively involved in the process particularly during campaigns.
- Process and product demonstrations and exhibitions should be based on felt need for training on the topic, relevance to women's lives, convenience in logistic planning, people's willingness to participate.
- Content of campaigns should be suggestive, promotive, process-oriented, unbiased, objective, tested and correct. Strategies should actively involve people especially women.
- Use of local skills, resources and human power is the key to maximizing community participation and a team of sensitized community members can create favourable conditions for change.

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## 14.10 GLOSSARY

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<b>Binding Factor</b>	: A factor that brings people together, "binds" them together.
<b>Distribution</b>	: Spread over a particular area, town, village
<b>Logistics</b>	: Concerned with planning and organizing an event in terms of expense and people involved etc.
<b>Mobilization</b>	: Process of persuading people to be part of an effort, activity, programme towards a desired goal.
<b>Sanction</b>	: Approval; perception of some behaviour or activity as acceptable to society.
<b>Segregation</b>	: Dividing into different categories
<b>Sensitized</b>	: Made aware

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## 14.11 ANSWERS TO CHECK YOUR PROGRESS EXERCISES

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### Check Your Progress Exercise 1

- 1) (i) Community Campaign (ii) Mass Media
- 2) Pradhan/ leader of Mahila Mandal/ local leaders, teachers, elders in the family.

They command respect in the community. Their saying is taken as an order; hence change is possible if initiated by them.

- 3) Location, time, duration, scale, structure, framework, space materials, display and labelling.

**Check Your Progress Exercise 2**

- 1) A demonstration is the visual presentation of facts, processes and products. It is used to teach certain processes and skills.
- 2) Demonstration: Preparation of ORS
  - Select a venue and ask every one to assemble at a given time.
  - Prepare the venue – demonstration table and seating arrangement.
  - Get all the ingredients and equipments. Organize everything on the table.
  - If the audience is literate, have the recipe on the Blackboard/ chart paper.
  - Introduce and conduct the demonstration making sure that everyone can see the process. Seek help of the participants wherever needed.
  - Revise and wind up.

**Check Your Progress Exercise 3**

- 1) They can be used to mobilize support for a women’s health or income generation or credit programme as one example.
- 2) Messages on immunization, care during pregnancy, respiratory tract or reproductive tract infections.
- 3) Put up posters on paper or cloth which depict drawings by local women promoting desirable practices or attitudes, marketing of articles made by women’s self help groups and so on.