

Appendix D: General Guidelines for Media Selection and Use

3 = usually appropriate, 2 = possible, 1 = not usually appropriate

| Media | Target Audience | | | | | | | Advantages | Disadvantages/Pitfalls |
|--|-----------------|----------------|---------|---------|-----------------|-------------------|--------------------|---|--|
| | Policy Makers | Health Workers | Mothers | Fathers | School Children | Community Workers | Trad. Hlth Workers | | |
| Training Workshops | 2 | 3 | 2 | 1 | 2 | 3 | 3 | Essential for groups who require new technical or counseling skills | To be effective, must focus on teaching practical skills; must provide opportunities for participant suggestions |
| Symposiums | 3 | 2 | 1 | 1 | 1 | 1 | 1 | Excellent for presenting key information to decision makers | Must be very well organized, use short, dramatic presentations, and invite discussion. |
| Individual Counseling/ Counseling Cards | 1 | 1 | 3 | 2 | 1 | 1 | 1 | Messages and information can be specially tailored to be feasible for individual; allows negotiation and feedback | Time consuming; requires good training, supervision, and counseling aids |
| Newspapers/ Magazines | 3 | 1 | 1 | 2 | 1 | 1 | 1 | Good to support important event such as project launch; conveys sense of immediacy and importance | Can reach only literate audience who choose to read items |

Appendix D (continued)

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|-----------------------|-----------------|----------------|------------|------------|-----------------|-------------------|--------------------|--|---|
| | Policy Makers | Health Workers | Mother-ers | Father-ers | School Children | Community Workers | Trad. Hlth Workers | | |
| Booklets/ Leaflets | 2 | 3 | 2 | 1 | 1 | 2 | 1 | Can help reinforce verbal messages; may raise knowledge levels over time; can illustrate steps in a process | Expensive to produce in needed quantities; many probably lost or discarded after short time |
| Flip charts | 1 | 1 | 2 | 2 | 2 | 1 | 1 | Useful and practical for group talks | Can be expensive; difficult to make both durable and light to carry; effectiveness depends on user |
| Posters | 1 | 1 | 3 | 2 | 2 | 2 | 1 | Good for visual and very short messages that reinforce other media; can be placed in strategic locations | Messages may be too short for effective impact; can be expensive; often do not last long |
| Radio | 2 | 1 | 3 | 3 | 2 | 1 | 1 | Excellent medium because of potentially wide reach and frequency; excellent for addressing resistances and reinforcing interpersonal communication | More difficult where many stations and languages; Some of the most needy families will not have access; cannot show a process such as how to prepare certain foods or mix ORS |

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| Film or video | 2 | 3 | 3 | 3 | 3 | 2 | 2 | Popular and appealing; can reach large audiences cost effectively and stimulate discussions and questions | Very expensive; requires viewing equipment; effectiveness depends on how well used to stimulate discussion and questions |
| TV | 2 | 2 | 2 | 2 | 2 | 1 | 1 | Can have strong impact even beyond families that own a TV; legitimizes interpersonal communication; best reach in urban areas | Very expensive unless free time available; in most countries likely to have limited reach among most needy families |
| Traditional Drama/ Songs/Puppets | — | — | 2 | 2 | 2 | — | 2 | Familiar media usually entertaining and enjoyable; can be audio or video-taped or filmed to reach larger audience | Live performances may not be cost effective and must be well used to stimulate discussion and questions |
