

**Basics of Health Promotion and Education Intervention**  
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**Lecture – 11**  
**Information Education and Communication (IEC)**

Hello, everyone I am Dr. Sweety Suman Jha and I will be talking on Information, Education and Communication that is IEC.

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**CONCEPTS COVERED**

- Overview of Information, Education and Communication (IEC)
- Steps in designing an IEC program
- Approaches of IEC

Childhood experiences, Housing, Education, Social support, Family income, Employment, Our communities, Access to health services

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Now, today we will be covering overview of information, education and communication that is IEC, steps in designing an IEC program and the approaches of IEC.

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**KEYWORDS**

- IEC
- Awareness
- Communication
- Behavior

Childhood experiences, Housing, Education, Social support, Family income, Employment, Our communities, Access to health services

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**Information, Education and Communication (IEC) - Overview**

- IEC refers to a public health approach aiming at changing or reinforcing health-related behaviors in a target audience, concerning a specific problem and within a pre-defined period of time, through communication methods and principles.
- IEC aims to increase awareness, change attitudes and bring about a change in specific behaviors. It focuses on sharing information and ideas in a way that is culturally sensitive and acceptable to the community, using appropriate channels, messages and methods.

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Now, information, education and communication overview so, actually what is exactly information education and communication? So, IEC refers to a public health approach aiming at changing or reinforcing health related behaviours in a targeted audience, concerning a specific problem and within a predefined period of time, through communication methods and principles so, basically it is a public health approach.

Now, here we target the behaviours the healthy behaviours the health-related behaviours all the healthy behaviours among the targeted audience so, we have to focus on the specific problem. We can take an example like in a community there is high prevalence of anaemia among the reproductive age group women. So, we can plan an IEC activity for that specific problem and that should be within a predefined time.

Any IEC program should be conducted within a predefined time and we have to use some communication methods and principles. So, the communication methods like face-to-face conversation, interpersonal conversation, counselling or we can have a group approach. We can arrange a group discussion or group meeting among those reproductive age group women and we can teach them I mean we can make them aware regarding what are the iron rich containing foods.

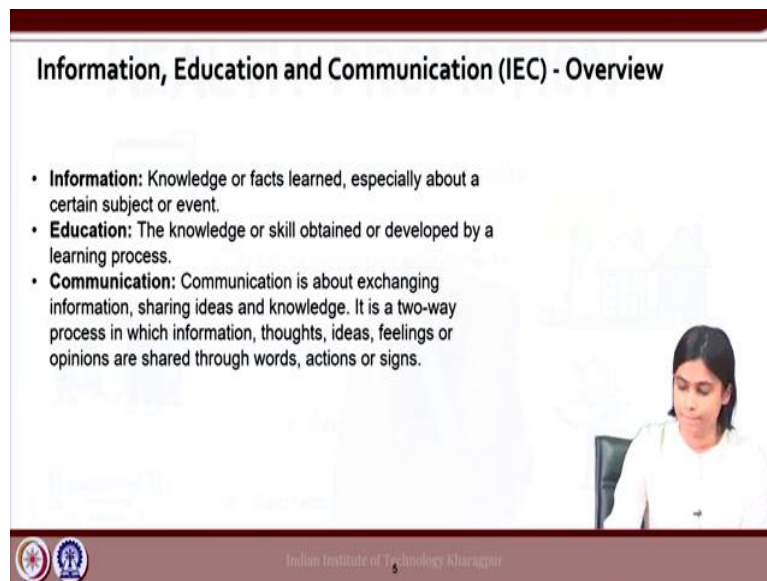
Then what is the main aim of IEC? It aims to increase awareness, change attitudes and bring about a change in specific behaviour and it focuses on sharing information and ideas. In a way that is culturally sensitive and acceptable to the community and using appropriate

channels, messages and methods now, here the important thing is cultural sensitive and acceptable to the community.

Let us take an example if you know that the community is a vegetarian community then what you can do is I mean you cannot say those reproductive age group women that you take non-vegetarian iron containing foods. In that case you have to keep in mind that they are the vegetarian community. So, what they will do? What you have to do is that... You have to say that, you have to take vegetarian iron containing foods only.

Now, messages are basically a written words or signs or you can say the information and matters as I said, it can be one to one interpersonal, it can be in the group methods or mass media methods can also be used. In subsequent slides I will be discussing the methods in details.

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**Information, Education and Communication (IEC) - Overview**

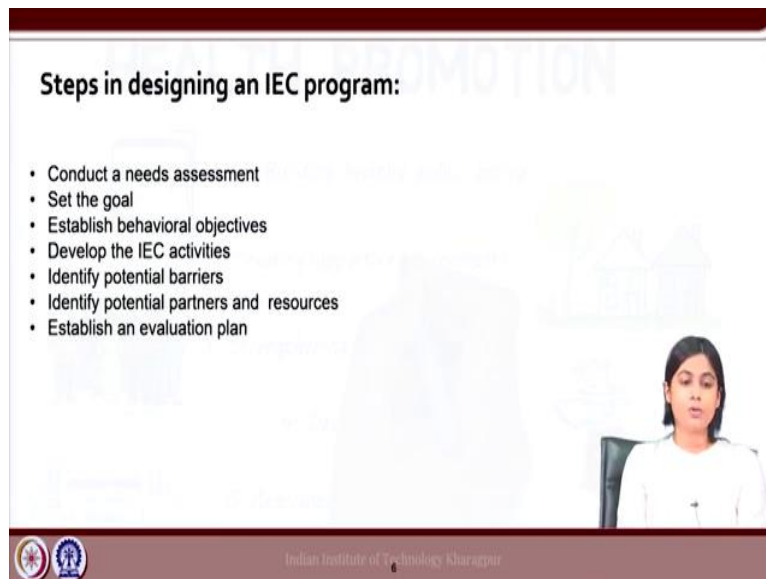
- **Information:** Knowledge or facts learned, especially about a certain subject or event.
- **Education:** The knowledge or skill obtained or developed by a learning process.
- **Communication:** Communication is about exchanging information, sharing ideas and knowledge. It is a two-way process in which information, thoughts, ideas, feelings or opinions are shared through words, actions or signs.

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Now, let us know about what is actually information, education and communication? So, what is information? Information is knowledge or facts learned, especially about a certain event or subject. So, we all know basically it is a fact or any kind of knowledge that one can gain. Education is the knowledge or skill obtained or developed by a learning process then communication... Communication is actually about exchanging information, sharing ideas and knowledge.

It is a two-way process in which information, thoughts, ideas, feelings or opinions are shared through words actions or signs.

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**Steps in designing an IEC program:**

- Conduct a needs assessment
- Set the goal
- Establish behavioral objectives
- Develop the IEC activities
- Identify potential barriers
- Identify potential partners and resources
- Establish an evaluation plan

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Now, let us talk about steps in designing an IEC program so, there are several steps in designing an IEC program. So, first and foremost important step is we have to conduct a needs assessment. Needs assessment, what is the situation of the community in that particular moment.. I mean you can say the analysis of the situation on that current situation. So, in a community you find that there is a high prevalence of anaemia among the reproductive age group women and worm infestation.

So, if you have to conduct a need assessment you can go for both quantitative and qualitative approach. You can have a survey, you have quantitative survey, knowledge attitude behaviour practice survey, you can have the qualitative like you can go to in-depth interviews or any kind of observations you can do a participant or non-participant observation.

Now, both quantitative and qualitative is important because some information you will be getting from the quantitative and like for example that prevalence of anaemia is high or the reproductive age group women, they consume low iron rich foods. Then you have to know what are the factors? Their perceptions, opinions and beliefs for that you can go for the qualitative approach.

So, like that you can understand what is the situation? What are the needs of that particular community? You can talk to other influencers, you can talk to the health workers, the community leaders to understand the needs assessment. Then the next thing is to set the goal.

Now, goal is a broad statement which actually you aim to achieve at the end of the IEC program.

So, you have to set one goal like for example you have set the goal that you have to go for improving the situation of anaemia your goal is to decrease the prevalence of anaemia among the reproductive age group women. Then as I said goal is a broad statement, broad term now, after that you have to establish some behavioural objectives. Now this is very important. The objectives should be very specific.

Now, 2, 3 or 4 depending on your goal you have to establish some objectives like behavioural objectives is for example If you see worm infestation is there then one behavioural objective you can put that to improve the awareness or to improve the practice of hand washing before taking food and after the toilet or another objective you can put that they should consume like the consumption of iron-rich food it can be an example.

Then the next important thing is you have to develop the IEC activities now, IEC activities so, now you know, what is the problem? What are your objectives and goal? So, now you have to develop. What IEC activities you will do? First of all, you have to set one place where actually you will be doing your IEC activity. Then who are the persons? Health educator any voluntary leaders can also participate that you have to prepare.

What in channels are you going to give health education? Interpersonal counselling or group discussion, focus group discussion that you have to clarify then the thing is what are the messages that you are going to give to the community? Now, messages like you can use any kind of printed material. For example, poster, you can use leaflets, pamphlets you can use, including specific messages.

The messages in that IEC material should be short and very specific now so, these are the ways by which you can develop your IEC activities. Then the next is you have to identify the barriers all the potential barriers now, there can be. So, many barriers like you go to a community and you ask some reproductive age group woman that please come on tomorrow or certain date to have a health talk to have a counselling or have a group discussion.

Now, the very first barrier that you can identify is those women that they do not have time and they have some work in their home, some go outside to work and there are many people in the rural area like the other daily wages. So, they will not give you time according to your convenience. So, what you have to do? You have to understand that you have to plan that IEC activity according to their convenience, the distance can be a factor.

So, many women can say that it is quite far away from our home. So, we will not be able to attain that IEC program or health talk. So, in that case you have to identify what are the barriers.. Because if you do not identify the barriers, even you plan your IEC program you develop all your messages, materials and everything you will not be able to move further because the target audience is important if the target audience is not going to attend that program, then with whom?

I mean, among whom are you going to implement this IEC program? Next is; there can be other barriers also I have given you two examples then identify potential partners and resources. Now, see for example in a village, resource now you have to first identify a place as I was talking about; you can identify a school, a club for that you have to talk to gram panchayat or with any I mean the club members or any who are the leaders the village leaders you have to talk to them.

So, they are the potential partners and the resources you will be getting from them. It might happen that some voluntary leaders they will come forward that yes, we will come forward and we will actually assist you in conducting this IEC program. Then so, these are the potential partners you have to identify, these potential partners because they are the ones who are actually going to help you in conducting an IEC program.

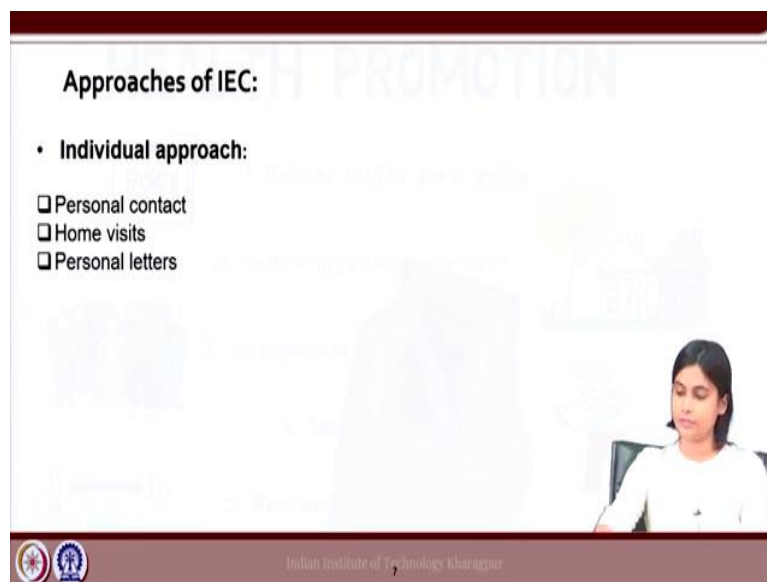
In fact, the frontline health workers they are very important because they are the one who will help you in not only mobilization of the community members. But in designing, developing IEC materials also so, they are the potential partners then at the end now, you had developed a goal, you have all the objectives, IEC activities everything you have done now, the next thing is how will you see that how much that IEC program was effective?

Whether it was beneficial or it was not beneficial? So that is very important that is why we need evaluation, we have to evaluate that IEC program. Now, for that evaluation you have to

set certain indicators and that indicators you have to set beforehand. So, like for anaemia or for the worm Infestation is also related to anaemia so, for that you have to set certain indicators regarding the consumption of iron rich diets, percentage of women who developed good practice after the IEC activity.

So, you have to set all the evaluation plan, all the indicators you have to set. Because these are the indicators that will ultimately make you understand and in fact you will get good feedback also that actually what was wrong in that IEC program? And what should be done next time? How can we improve? Like for example you see if we do not evaluate then whatever objectives we have set..How we will understand that those objectives we have fulfilled those behavioural objectives so, evaluation is always important. So, these are the important steps in designing an IEC program.

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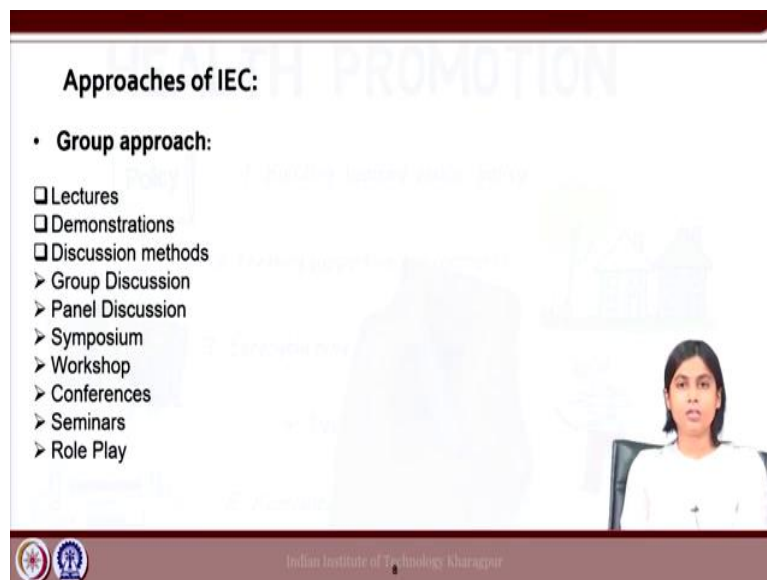
Now, approaches of IEC. so, I was talking previously also the various approach of IEC, first let us talk on individual approach. Under individual approach we have personal contact, home visits, personal letters like you can do a counselling, you can do a health counselling so, one to one communication or you can go like home visits. Health worker can go to a home and what that health worker can do? Like, she will target all the antenatal women and the lactating women just for example I am giving you. Now, she will go to their respective home residence and that health worker will teach them about the exclusive breast feeding, the benefits of exclusive breast feeding, the breast feeding techniques and complementary feeding so that can be done one to one in home visits they can do or for example, for the diet.

A health worker or any health educator can go to a home and he or she will target the audience like lady who cooks actually and also the head of the family because that is also important. Now, what that health educator or health worker will do? He or she will teach those family members about what are the good dietary habits? What are the good dietary habits? Then related to physical activity.. also, personal hygiene practices.

So, these are the ways by which an individual approach can be used in IEC. Now, there is one disadvantage of individual approach which is in individual approach, one can target for a health counselling or for any health talk. Only at a certain time when at a certain time that health educator can target only 1 or 2 people. So, it is time consuming definitely it is a time consuming and it caters a few people.

Because it is very time consuming one, each one-to-one approach. So, definitely it will take time and so, very few people can be catered.

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Now, the next is the group approach, group for example a school students a group of school students you can say or like I was talking about reproductive age group women who has anaemia. Now, they are also group, a certain age group so, we can deal with them by group approach also 20, 25 or 30 people we can make a group and we can develop some IEC activities and we can implement that IEC activity.

Now lecture, in lecture, chalk and chalk and board can be used, some visual aids can be used any slides or like in fact you can use big poster for lecture you can show. So, lecture is mostly



one way communication and just because it is one way communication mostly, that is why it has many disadvantages because the interactions is less and as interaction is less... So, it is difficult to understand How much they are convinced? Whether they have any other perceptions regarding, what that health educator is saying or not. Then demonstration a very good example I can say actually demonstration is for teaching the skill or procedure any kind of skill or procedure. For example, the hand washing steps that can be done through demonstration and demonstration method has actually a very high motivational value.

Because when you teach somebody, I mean when you demonstrate somebody that this is the way you should do the hand washing practices or another example is you can teach mother how to prepare ORS. So, these are the two examples on the demonstration you can keep twenty, thirty mothers or any twenty, thirty women and you can demonstrate them any skill or procedure.

Then discussion methods now, discussion itself reflect that there will be interactions among the group members because we have mentioned discussion, they will discuss among themselves. Now, in the discussion methods we have quite many thing, group discussion, panel discussion, symposium, workshop, conferences, seminars and role play. Now, group discussion, in group discussion we generally do not keep so many group members otherwise what will happen that dynamicity of interaction will not be maintained for a long time. So, like we can keep 6 to 12 members, on an average I can tell you 8. so, like we were talking about an example of anaemia among the reproductive age group women. Now, in that case what we can do? We can plan a group discussion with around 8 to 10 reproductive age group woman and what we can do? We can just initiate a discussion as a researcher or as a facilitator then all the group members they will interact among themselves, they will talk. So, from that group discussion what are the benefits that we are going to get? The way the various perceptions opinions and beliefs because they will interact among themselves, everybody will speak it is not like only 2 or 3 people will interact and rest will keep quiet.

So, the important thing what facilitator has to maintain is that each and everyone should interact and they should speak. So many beliefs opinions and perceptions we will be able to know from them and not only of the problems what solutions they think is feasible that is also important we think in our way but community things in their way so that is very important.

Then in that group discussion you will see that the solution they have certain set of I mean set of solutions which they feel that they can accept.

Acceptability is very important so that also will come to know. Panel discussion is like some 4 to 8 members of who are qualified and expert in a particular topic.. And they will speak on that in front of some audience, target audience. Then we have symposium, workshop and conferences. Conferences is for continuing education and seminars also. Then role play now, role play is also known as socio-drama, why the socio-drama?

Because here role play the thing is some members or the group members for example school girls the adolescent girls. They will make a group now, group around 15 or 20 or 25 around this so, the topic may be the problem may be menstrual hygiene and menstrual health menstrual hygiene management. And menstrual health can be the topic which a teacher can be a leader for that role play.

Now, the thing is social drama, the situation which they face or which they think any other people can face in the school, in the home or anywhere they will enact. So, this enact the way they will act will basically will reflect and will speak more than any conversation or words. Now, role play after role play a discussion session will be done. And for example, as a leader I said the teacher can be a leader but it can be anybody in any other example.

Also, then a discussion is very important that these are the problems these are the situations which anybody can face or anybody is facing. So, the other audience like if twenty people are enacting something other people they will not just sit and see the role play. Actually, they can also take part if they feel to add something that “no this is something I feel that some girls face these kind of problems”.

So, various perceptions various experience can come so, this is very important and after role play why the discussion of the problem is important because for that we will bring out the solution, bringing the solution is very important.

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**Approaches of IEC:**

- **Mass approach:**
  - Television
  - Radio
  - Newspaper
  - Printed material
  - Posters, billboards and signs
  - Internet
  - Folk methods
  - Health museums and exhibitions
  - Direct mailing

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Then mass approach now, the name itself depicts mass so, a large population or the large community so, under mass approach basically we cater a very large community and we can use various approaches for that like television, radio, newspaper, printed material, posters, billboards and signs, internet, folk methods, health museum and exhibitions and direct mailing, now, television and very important audio-visual aid.

So, through that like example is covid pandemic so, what are the precautionary measures to prevent from covid-19? So, through television like that particular information the facts and information can be disseminated to so many people in a certain time in a certain specified time. Radio also any kind, like we are talking about covid example only radio. And the importance of precautionary measures like hand washing then wearing mask all these can be disseminated through radio also.

News media newspaper in newspaper also we can I mean disseminate any kind of information. Printed material, printed material can be like leaflets, pamphlets so, these are the printed material that we can use for mass approach. Posters like you have seen in railway station or in bus stand and a big posters, billboards and signs are present where any kind of safety measures are being posted there and here what is happening every day so many people are coming and going.

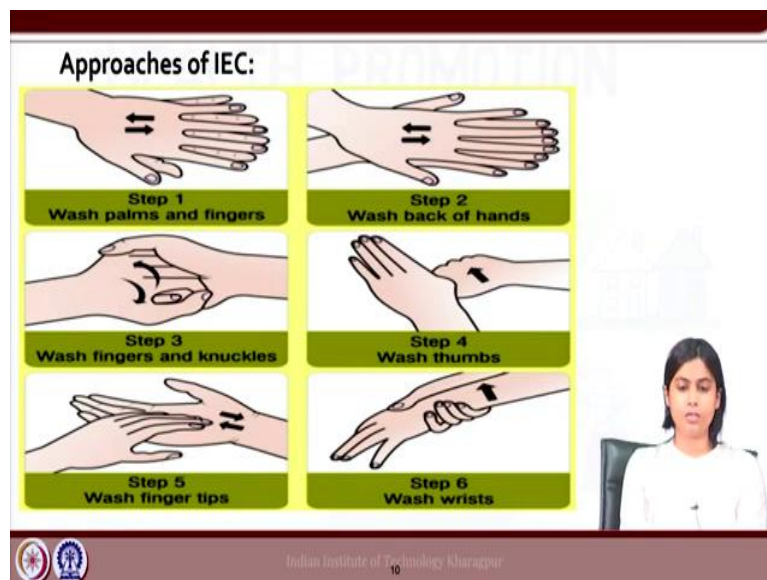
So, through that mass approach so, we are actually disseminating that particular information to so many people at a very small amount of time. Internet and social media have become a very I mean important source of mass approach through internet also so many information's

can be disseminated. Folk methods are very good example, the puppet show now still in many parts of the country puppet shows are done.

So, through puppet show you can I mean a kind of you can show through the puppet shows what is actually a healthy behaviour? What is unhealthy behaviour? What should be done and what should not be done in a particular situation or problem? Health museum and exhibitions and direct mailing, direct mailing if we cannot go to many villages interior villages then what we can do?

We can send the particular information in the form of printed material or anything not printed actually we are mailing. So, through mail we can send any kind of IEC material actually and to the village leader or any community leader who are the community village leaders then you can send them and they can use that material for their what they can do? They can use those materials and make awareness in that particular village.

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Now, this is an IEC material you can see the 6 steps of hand washing is being given here. So, this IEC material can be used in a form of poster, you can put this in a poster. Leaflets you can use like you can distribute leaflets to the members to the community members or in any like through social media also you can send this IEC material or you can disseminate just to make people understand that these are the 6 steps of hand washing.

So, I have kept this material just to make you understand. That how can we use the IEC material. So, let us conclude IEC aims to increase awareness change attitudes and bring about

a change in specific behaviour. Communication is a process of exchanging or shaping ideas, feelings and information. IEC activities and materials must always be culturally sensitive and appropriate I was talking in the first slide only an individual, group and mass approach are the 3 approaches of IEC.

These are the learning resources and you can go through all these learning resources and also please go through the supplementary material which will be provided to you. Thank you.