

VOICES WITH PURPOSE

A MANUAL ON COMMUNICATION STRATEGIES
FOR DEVELOPMENT AND SOCIAL CHANGE

**PARTICIPANT'S
MODULE**

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DEVELOPMENT AND SOCIAL CHANGE

PARTICIPANT'S MODULE

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Vigilada Mineducación



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INTRODUCTION

Civil society actors in Africa are today finding more opportunities to encourage citizen and community participation in promoting social change, yet communicating their efforts effectively and on a greater scale remains a vital challenge. The regional media project of the Friedrich-Ebert-Stiftung (FES) in Africa, *fesmedia* Africa, conducted a study to assess whether civil society organisations (CSOs) in Africa integrate communication strategies into their work, and if so, how. Our research found that many African CSOs have not yet gained a comprehensive vision and understanding of the benefits of communication planning.

Numerous interviews conducted across Africa with communication experts, trainers and non-governmental organisations (NGOs) showed that organisations often incorporate communication tools, such as interview, press release and social media skills, without a clear communication plan to usefully deploy them and engage their audiences. A communication plan addresses aspects such as crafting a communication strategy guided by clear institutional aims, relevant data and evidence; public positioning of an organisation; developing diversified messages to connect and engage with a variety of target audiences; cultivating media and advocacy contacts; alliance building; and formulating tailored internal and external communication strategies.

To address African CSOs' need for effective strategic communication planning, *fesmedia* Africa has developed the programme 'Communication Strategies for Development and Social Change'. The programme aims to:

- empower civil society actors to effectively articulate, represent and advance their interests, causes and goals in the policy-making process; and
- guide CSOs in using modern communications methodologies to broaden opportunities for socio-political participation and social change.

To this end, one component of the programme has been the elaboration of *Voices with Purpose – A Manual on Communication Strategies for Development and Social Change*, which consists of three parts: 1) Conceptual Module, 2) Participant's Module and 3) Facilitator's Module. Equipped with key conceptual foundations, applicable strategies and a step-by-step guide to designing a communication strategy, civil society actors – be they trade unions, women's organisations, human rights activists, young leaders, or specific campaigns – should find themselves in a better position to represent and mobilise action for their causes. Whilst the methodology is directed at CSOs, it is also applicable to interested government institutions and political entities.

The Manual was developed by Rafael Obregón Gálvez, Chief of the Communication for Development Section at UNICEF in New York; and Jair Vega Casanova, Professor in the Department of Social Communication at the Universidad del Norte in Colombia, along with his dedicated team. It builds on a previous version which they co-authored in 2002, with the support of the regional media project of the FES in Latin America.

Prior to publishing, the draft Manual was tested with NGOs in Colombia and an NGO in Namibia. Together with the highly constructive inputs of 17 communication experts from 12 countries across the African continent, the Manual was adapted for African audiences. These experts were in turn trained as facilitators in the use of this methodology to support CSOs keen to design comprehensive communication strategies that will effectuate positive social change.

Given the advanced knowledge and practice with social communication processes in Latin America, the vast expertise of the authors from this region, and the under-use of valuable experiences from regions of the world with greater similarity to African realities, the space created for the exchange of South-South experiences, mutual learning and dialogue was especially rich and inspiring.

We are pleased to share these communication concepts with an African audience.

Sara-Nathalie Brombart
Director, *fesmedia* Africa
Friedrich-Ebert-Stiftung

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FOREWORD

Access to Information vis-à-vis Communication for Social Change Strategies

Access to basic and relevant information is a fundamental citizen's right and a vital component for sustainable human development, as it facilitates informed choices and decision-making processes. For example, some areas of the African continent are still losing lives and great human capital to preventable or treatable diseases such as cholera, malaria, tuberculosis, AIDS-related illness and others. Similarly, very often people's daily activities and behaviours – in many cases related to lack of awareness or access to relevant information that leads to environmentally sensitive practices and behaviours – may have a devastating impact on the environment and climate change.

Information is power. And by being empowered with information, citizens are able to obtain tools to support actions of self-determination, self-development and self-achievement. The good news is that over the past several years, many governments in Africa have opened up information in their custody to facilitate their citizens' access to information. Unfortunately, some governments continue to withhold information in their possession, fearing that the more informed their citizens are, the more likely it is that they could lose their mandates and grip on power.

In some parts of Africa, elections still trigger political crises and violence because critical information is not made available to the public, especially voters, at the right time and in a transparent manner. In many cases, citizens are not granted the right to access the information they need to make informed decisions on relevant aspects of their lives. Similarly, many government and private organisations in charge of the provision of basic services such as water, electricity, food, housing, health and education are not well equipped with the required communication tools to provide adequate, relevant and timely information to the best satisfaction and interest of their citizens and other beneficiaries.

Timely, relevant and useful information is instrumental for social progress, social change and development. This requires putting appropriate communication frameworks and tools in place. Section IV of the Declaration of Principles on Freedom of Expression in Africa¹ states that, "Public bodies hold information not for themselves but as custodians of the public good and everyone has a right to access this information." By adopting the Declaration of Principles in 2002, the African Commission on Human and Peoples' Rights has made it possible for African citizens to demand and enjoy access to information to achieve their self-development and social change. The same section of the Declaration of Principles states that, "Public bodies shall be required, even in the absence of a request, to actively publish important information of significant public interests." Making progress on this agenda requires a broad range of communications capacities, tools and frameworks that can support governments and CSOs in implementing more inclusive and participatory communication strategies for sustainable change.

Communication approaches adopted in the operations of an organisation or programme are fundamental and instrumental in fostering positive behaviour and social changes. In that sense, communication strategies should be based on human interactions and on the cultural context in which they take place, in order to develop messages and implement communication activities relevant to citizens and members of the public. Developing the best approaches for interactions and messages demands an adequate understanding of the community and their cultural foundations. Designing the appropriate strategies implies that there is sufficient information and understanding about the socio-cultural dimensions of the relevant development issues and members of the population that should act as key co-participants of the strategy, and that these groups not only have access to the relevant information, but also a supporting environment to engage in the expected behavioural and social changes towards development.

¹ African Commission on Human and Peoples' Rights (2002). *Declaration of Principles on Freedom of Expression*. Banjul, The Gambia. Retrieved June 04, 2019, from <http://hrlibrary.umn.edu/achpr/expressionfreedomdec.html>.

The campaign of the African Platform on Access to Information (APAI) was launched in 2009 to push for the adoption and implementation of national access to information legislation, allowing all citizens to easily access all information held by public bodies, as a public good. Nearly a decade later, more than half of African countries still have no access to information legislation. In some countries, the national campaigns started earlier and lasted more than ten years for a law to see the light of the day. In other countries where a law was adopted, implementation has remained challenged by misunderstandings in relation to the benefits or impacts for development and social change.

The campaign for access to information in Africa also needs appropriate communication strategies to achieve the objective of having the 55 countries equipped with legislation and frameworks that empower their citizens to enjoy access to information for social change and development, and for “the Africa we want”. This Manual will aid the facilitation of access to information campaign strategies and fast track their impacts and processes.

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OVERVIEW OF THE MANUAL

This Manual aims to contribute to the design and implementation of communication strategies in organisations, or campaigns, seeking to reach greater levels of socio-political visibility and impact in local, regional and national contexts.

Voices with Purpose – A Manual on Communication Strategies for Development and Social Change contains three complementary modules, each designed with a specific purpose:

1. Conceptual Module

The purpose of this module is to expand and ground your learning process with rich theoretical content and a wealth of relevant examples. It sets out the conceptual and theoretical frameworks that will facilitate a deeper understanding of the processes involved in designing, implementing and evaluating a communication strategy.

Case studies that illustrate the application of communication for development and social change principles, concepts, theories, approaches, research, monitoring and evaluation issues have been included in the Annexes Section.

2. Participant's Module

The purpose of this module is to steer you through the process of applying your acquired knowledge and skills to begin structuring the core components of your communication strategy. It sets out the practical methodological elements that organisations, or campaigns, can use to implement each of the steps necessary in formulating, implementing and evaluating a communication strategy for development and social change.

3. Facilitator's Module

The purpose of this module is to support individuals in charge of facilitating workshops for organisations, or campaigns, engaged in the design and implementation of a communication strategy for development and social change. It provides a series of practical recommendations to be considered by facilitators who actively direct the learning process in group settings.

OVERVIEW: PARTICIPANT'S MODULE

This module presents a step-by-step process that will enable members of organisations, or campaigns, interested in improving their visibility and impact, to formulate effective communication strategies for social and behavioural change.

Although multiple planning models have been developed in the communication for development and social change field, some of which are described in the Conceptual Module, only the most common and generic elements involved in a strategy's design are included in this module. For this, the authors have drawn from models that use a socio-ecological perspective and focus particularly on the role of communication in facilitating change at individual, community, institutional, social and policy levels. The characteristics of the socio-ecological perspective allow for a thorough analysis of complex situations as well as the identification and implementation of strategic communication actions at every level and/or at the level where it matters most.

Chapter One includes elements that help situate the design of the communication strategy within the context of each organisation; including its policies, practices and areas of work.

Chapter Two and **Three** consider the theoretical foundations, paradigms and communication planning models. **Chapter Four** gives a summary of the different communication strategies and **Chapter Five** gives an outline of formative research.

Chapter Six guides participants, step-by-step, through the design of a communication strategy. Throughout this chapter, participants are introduced to practical worksheets that help synthesise and apply key concepts in each step of the strategy design process. Additionally, references to different components of the Conceptual Module are made, including examples and case studies, which can help participants make decisions at each step of the process.

At the end of the module, participants will fill out a worksheet to summarise key aspects of the communication strategy they have designed. This will allow them to continue working through the design and implementation phases of the strategy and share their final products with peers and members of their own organisations.

Sources used for this Manual are listed in the footnotes. Special mention is made to the C-Modules developed by the Communication for Change project (C-Change): C-Change. (2012). *C-Modules: A Learning Package for Social and Behavior Change Communication*. Washington, DC: C-Change/FHI 360. The C-Modules can be freely accessed at: <https://www.c-changeprogram.org/focus-areas/capacity-strengthening/sbcc-modules#0>.

CHAPTER 1

CURRENT SITUATION OF ORGANISATION

Learning outcomes

- Following review and discussion of topics, you will be able to:
- understand the difference between an organisation’s aims and objectives, strategic plan and measures;
 - understand how these reinforce one another and underpin an effective communication strategy for social change; and
 - identify the strengths, weaknesses, threats and opportunities affecting the communication of your organisation.

Readings

- Conceptual Module, Chapter 1: Current Situation of Organisation

1.1 ORGANISATIONAL CHARACTERISTICS

Most social organisations hold a definite vision of social change. Its members have thought about and defined a development perspective, a path to achieve the expected changes, the way in which such changes take material form, who will be affected by them and how those specific changes relate to larger global processes.

Answer the following questions to establish how the communication strategy you intend to develop will align with the current characteristics of your organisation:

Organisational aims and objectives: Does the purpose of your organisation align directly with the reason for the communication strategy? Does your communication strategy support the vision of your organisation? Does your communication strategy resonate with the general ideas of change proposed in the mission of your organisation?

Strategic plan: Does your communication strategy reinforce your organisation’s strategic plan?

Measures: Does your communication strategy align with your organisation’s measures?

1.2 SWOT ANALYSIS

SWOT is a structured planning tool that can be used to evaluate the Strengths, Weaknesses, Opportunities and Threats of an organisation. A SWOT analysis can be broken down into two distinct parts: the strengths and weaknesses (based on internal factors); and the opportunities and threats (based on external factors).

Conduct a SWOT Analysis on your organisation by using **Worksheet 1**, page 36. The table on the following page provides some keywords to assist this process.

	Helpful to achieving the objective	Harmful to achieving the objective
Internal	Strengths <ul style="list-style-type: none"> • Human resources (such as staff, volunteers and target audience) • Physical resources (such as location, building and equipment) • Financial situation • Activities and processes • Capabilities, experience and knowledge 	Weaknesses <ul style="list-style-type: none"> • Human resources (such as staff, volunteers and target audience) • Physical resources (such as location, building and equipment) • Financial situation • Activities and processes • Capabilities, experience and knowledge
External	Opportunities <ul style="list-style-type: none"> • The economy (local, national or international) • Funding sources (foundations, donors) • Demographics (changes in the age, race, gender or culture of your target audience) • The physical environment 	Threats <ul style="list-style-type: none"> • The economy (local, national or international) • Funding sources (foundations, donors) • Demographics (changes in the age, race, gender or culture of your target audience) • The physical environment

Guiding questions

- What are the strengths within your organisation that can be used for the development of the communication strategy?
- What are the weaknesses within your organisation that need to be addressed?
- To what extent could the design and implementation of the communication strategy contribute to strengthening your organisation and its strategic planning processes?
- Beyond the specific purposes of the communication strategy, how would its implementation contribute to better internal and external communication?
- Is there coherence between your organisation's policies and the communication strategy you are developing? If not, how can you achieve coherence?

CHAPTER 2

CONCEPTUAL AND THEORETICAL FOUNDATIONS

Learning outcomes

- Following review and discussion of topics, you will be able to:
- understand the concept of development and social change;
 - understand the concept of communication and culture;
 - define the roles that communication and culture play in development processes; and
 - identify the concepts of development and social change that will guide the design of your communication strategy.

Readings

- Conceptual Module, Chapter 2: Conceptual and Theoretical Foundations

Communication for development and social change strategies are immersed in social, cultural and political dynamics that are part of every society. It is therefore necessary to consider your organisation's interest in relation to some foundational concepts, as presented below.

2.1 CONCEPT OF DEVELOPMENT

The concept of development has undergone multiple definitions and uses, as elaborated in the Conceptual Module. It has been suggested that the very concept of development has evolved through three development paradigms:

Dominant Paradigm	Dependency Paradigm	Alternative Paradigm
<p>The basis of this paradigm was that development could be achieved by modernisation.</p> <p><i>Critics stated that this paradigm promoted dominant models of change but ignored local perspectives, and that economic growth and modernisation equalled greater inequality.</i></p>	<p>The basis of this paradigm was that people could transform their own environment and ideas.</p> <p><i>This paradigm was criticised for its emphasis on external factors as causes of underdevelopment and for not addressing the impact of external domination on poverty.</i></p>	<p>This paradigm emphasised social dynamics of economic assets and rejected a singular vision of development to build a more complex concept with multiple levels.</p>

Guiding questions

- Which development paradigm is promoted by your organisation?
- How is this reflected through the actions of your organisation?
- What are the implications of this paradigm in the design of your organisation's communication strategy?

2.2 CONCEPT OF CHANGE

The concept of change has also gone through various alterations and definitions. The two main perspectives are the Individual Change Approach and the Social Change Approach, as summarised below.

Individual Change <i>Focused on skills</i>	Social Change <i>Focused on facilitating leadership</i>
Variables: knowledge, attitudes, perceived risk, subjective norms, self-image, emotions, self-efficacy, intentions, behaviours	Variables: participation, collective self-efficacy, sense of belonging, social cohesion, social norms, empowerment
Based on theories and change models mainly taken from psychology: Social Learning, Transtheoretical Model, Health Belief Model	Based on theories and models mainly taken from sociology and cultural studies: Theory of Social Norms, Integrated Model of Communication, Gender and Power Theories, Positive Deviance
Decisions taken vertically by governments or funding agencies	Decisions taken by communities and their leaders
Strategies focused on interpersonal communication, mass media, counselling and social marketing	Strategies focused on community dialogue, use of local and community media, social mobilisation, and participation in all stages of the intervention

Source: Authors' own adaptation

Guiding questions

- What are the changes pursued by your organisation, particularly through the strategy you intend to design?
- Which advantages or disadvantages would individual change communication strategies and social change communication strategies present in this case?

2.3 CITIZENSHIP AND DEMOCRACY

An effective communication strategy cannot be designed without considering democracy and citizenship.

Consider the statement above and whether or not you agree with it. Read the information in the Conceptual Module which discusses this concept and consider how democracy and citizenship will affect the design of your communication strategy.

Guiding questions

- Does your organisation have a political perspective?
- To what extent does your organisation, and particularly your communication strategy, promote society's democratisation?
- To what extent is your organisation, particularly your communication strategy, leading to citizen participation?

2.4 COMMUNICATION AS A SOCIAL PROCESS

Below is a summary of key elements of communication as a human process, as highlighted in *Communication Strategies for Social Change*. See the Conceptual Module for more detailed explanations.

Communication is a fundamental social process: Communication is the basis of interaction between people and the foundation of society and culture.
Communication implies processes and structures of meaning-making: To understand the practice of communication, one must think in terms of sense and meaning transmitted or formed among humans.
In order for behaviours to change, meanings need to change: Our behaviour follows processes of communication that progressively form social and cultural references which support these behaviours. All behaviours are anchored in meanings.
Communication is always a dynamic located in a particular space and time: Communication does not occur in a vacuum. Contextual elements (cultural, historical, political or environmental) determine not only the specific messages to be circulated, but also the media used and the different types of interaction between audiences and messages.
Communication occurs through specific media and always uses a particular vehicle: Not all media can be used for the same purposes. It is important to consider the social and cultural context before deciding on specific media.

2.5 COMMUNICATION AND CULTURAL CHANGE

Communication influences culture, and culture is enacted through communication. Therefore, understanding the role played by culture in processes of social changes is a necessary perspective. Communication can take two different approaches regarding culture:

Culture-sensitive communication: A look from the outside of a culture that seeks to adapt messages according to the most relevant cultural characteristics of a target audience.
Culture-centred communication: This type of communication aims to offer alternative perspectives to the theory and practice of communication within the culture.

Guiding questions

- Has your organisation used existing knowledge on this cultural context to propose or introduce ideas to local populations (culture-sensitive or culture-centred)?
- Has your organisation used its knowledge on culture to facilitate populations' empowerment? How can your knowledge on the cultural context influence the communication strategy currently under development?

2.6 COHERENCE BETWEEN CONCEPTS AND STRATEGY

A clear and shared understanding across your organisation of concepts such as development, social change, democracy and citizenship will help orient the communication approach.

In order to determine whether there is coherence between the current situation and the intended communication strategy, a number of questions need to be answered (see **Worksheet 2** on page 37). Having completed this exercise, it can be established whether changes are required, or whether the existing operational plan is sufficient to support and implement the communication strategy.

CHAPTER 3

COMMUNICATION MODELS, PARADIGMS AND PLANNING MODELS

Learning outcomes

- Following review and discussion of topics, you will be able to:
- understand when to use the different communication models;
 - define the communication approaches to development and social change traditionally applied in this field; and
 - identify the concepts of development and social change that will guide the design of your communication strategy.

Readings

- Conceptual Module, Chapter 3: Communication Models, Paradigms and Planning Methods

3.1 COMMUNICATION MODELS

The different characteristics of the two communication models make each of them ideal for different strategies. If the purpose of the strategy is to disseminate information, for example, it is possible that the use of vertical communication strategies, essentially those focused on disseminating information without proper involvement of the audience, might be needed. On the other hand, if the purpose is to foster citizen and community mobilisation and participation, it is critical to work through horizontal communication strategies instead, i.e. those that view the audience as active participants.

	Horizontal communication	Vertical communication
Definition	When information occurs between people on the same level.	When communication occurs between people at different levels.
Purpose	Information is sent and received through interaction and dialogue between people. Audience is an active participant.	Information is sent by a hierarchical approach, conveying a message. Audience is passive/does not actively participate.
Flow of information	Communication flows in a straight line.	Communication flows upwards or downwards.
Most common methods	Oral communication.	Written communication.

Guiding questions

- What would be the best communication model to use in your communication strategy? Why?
- In which strategies would it be effective to use vertical communication?
- When would it be more appropriate to use horizontal communication?

3.2 PARADIGMS OF COMMUNICATION FOR DEVELOPMENT

Paradigms of communication for development have changed over the years. Two main paradigms, discussed in detail in the Conceptual Module, are summarised below:

Dominant or information diffusion paradigm	Alternative or participatory paradigm
<ul style="list-style-type: none"> Promotes change through unidirectional and vertical information transfer. Main indicator of success is its capacity to measure and quantify the influence of media on individual behaviour change. Criticised for limited attention to the characteristics and roles that recipients can play in communication processes. 	<ul style="list-style-type: none"> Encourages communities to own development strategies and to develop different skills in search of solutions to the problems they face. Communities can take part in decision-making processes. The public exercises its decision-making power and is fully involved in the design of communication policies and plans.

Guiding questions

- Which of the paradigms of communication for development and communication for social change has prevailed in the communication strategies and activities implemented by your organisation?
- How do you evaluate this implementation?
- Which of the paradigms could be most pertinent for the communication strategy you aim to develop?

3.3 CONCEPTUAL APPROACHES

Communication approaches are useful when initiating communication strategies. Below is an outline of the Evolution in Health Communication Approaches.

Approach	Strategy	Characteristics	Focus on...
Information and Education	Counselling and health education.	Extension model, vertical communication.	Messages, recommendations on behaviours.
Information, Education and Communication	Increased use of mass media and interpersonal communication.	Articulation of interventions in a strategic way.	Media messages and products, educational materials and behaviour change.
Communication for Behaviour Change	Increased use of multiple strategies linked with social mobilisation and health services.	Consistent use of social and behavioural psychology theories. Emphasis on audience research.	Barriers and enablers of behaviour change at the individual level. Efforts to measure impact.
Context-Based Approach	Integration of various strategies and media interventions. Local media involvement.	Context as a subject of change through communication (government, politics, socio-economic status, culture, gender, spirituality).	Contextual change in order to facilitate individual and collective behaviour change.
Communication for Social Change	Based on dialogue, involves social mobilisation, community participation and media.	Greater emphasis on empowerment and a sense of local ownership.	Changes in structural dynamics through communication processes. Impact on individual and collective change, social norms and rights.

Source: Obregón & Mosquera (2005)

3.4 COMMUNICATION PLANNING MODELS

The Conceptual Module gives an overview of a number of models which can be used when designing communication strategies for social change. In this workshop, however, we focus on the Social and Behaviour Change Communication (SBCC) model for the design of the communication strategy (Chapter Six).

The Social and Behaviour Change Communication (SBCC) Model

The five steps proposed by this model are:

1. Situational Analysis/Understanding the Situation
2. Formulation of the Communication Strategy
3. Creation of Effective Communication Materials and Activities
4. Implementation and Monitoring
5. Evaluation and Replanning



Source: C-Change (2012), *Practitioner's Handbook*, Module 0, p. 8 (as adapted from Health Communication Partnership. (2003). *The new P-Process: Steps in strategic communication*. Baltimore: Johns Hopkins Bloomberg School of Public Health, Center for Communication Programs, Health Communication Partnership.²

Guiding questions

- What advantages and disadvantages can you identify in the way in which your organisation has traditionally planned communication processes?
- Has your organisation previously implemented any of the communication planning models in strategies or activities?
- Do you find any of the models more relevant for the strategy you are designing?

The Socio-Ecological Model for Change

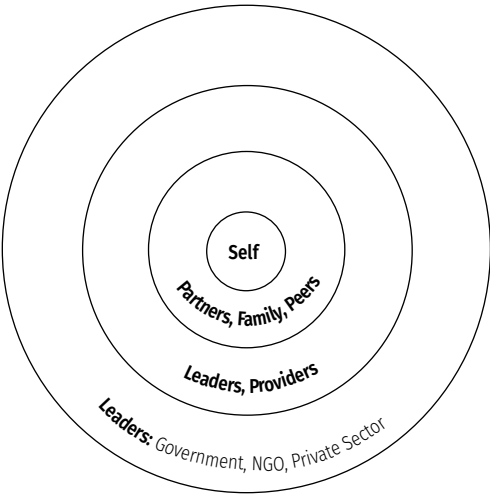
SBCC uses the Socio-Ecological Model (see next page) as a reference to interpret individual behaviours in relation to the attributes of people; environmental conditions; their place of residence, work, study; and the interactions between people and those environments (see the Conceptual Module for more information).

Complete **Worksheet 3**, page 38, which will assist you in unpacking the Socio-Ecological Model for Change.

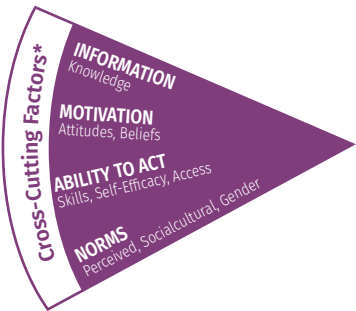
² McKee, Neill, Erma Manoncourt, Chin Saik Yoon, and Rachel Carnegie, eds. (2000). *Involving people, evolving behavior*. New York: UNICEF; Penang: Southbound.
Parker, Warren, Lynn Dalrymple, and Emma Durden. (1998). *Communicating beyond AIDS awareness: A manual for South Africa*. 1st ed. Auckland Park, South Africa: Beyond Awareness Consortium.
Academy for Educational Development (AED). (1995). *A tool box for building health communication capacity*. SARA Project, Social Development Division. Washington, DC: AED.
National Cancer Institute. 1989. *Making health communications work: A planner's guide*. Rockville, Md.: U.S. Department of Health and Human Services.)

The Socio-Ecological Model for Change

People Analysis



Cross-Cutting Factors

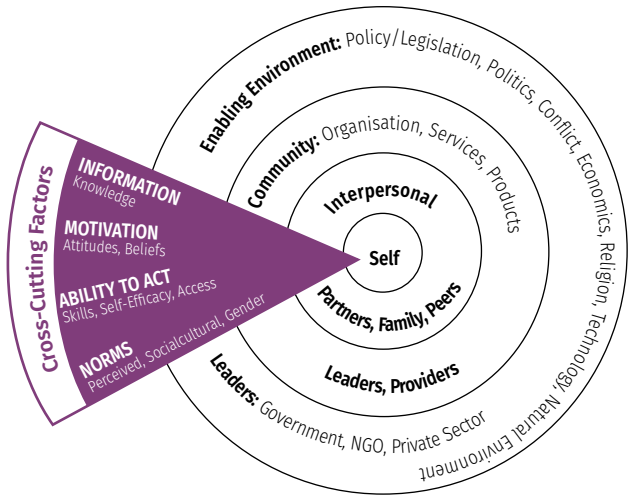


Context Analysis



* These concepts apply to all levels (people, organisations and institutions). They were originally developed for the individual level.

A Socio-Ecological Model for Change



Source: C-Change (2012), Practitioner's Handbook, Module 1, p. 17, (as adapted from McKee, Neill, Erma Manoncourt, Chin Saik Yoon, and Rachel Carnegie, eds. (2000). Involving people, evolving behavior. New York: UNICEF; Penang: Southbound.)

CHAPTER 4

COMMUNICATION STRATEGIES

Learning outcomes

- Following review and discussion of topics, you will be able to:
- understand when to use the different communication models,
 - define the approaches to development and social change traditionally applied in this field; and
 - identify the concepts of development and social change that will guide the design of your communication strategy.

Readings

- Conceptual Module, Chapter 4: Communication Strategies

Communication as a strategy, campaign and product

Chapter 4 of the Conceptual Module elaborates on the difference between these concepts and gives examples. Definitions are summarised in the table below.

Communication paradigm: An approach that suggests a specific way of looking at communication practices.
Communication strategy: An action plan which uses the most effective way to achieve a goal based on available tools and the context in which they are developed.
Communication plan: An administrative concept; plans define audiences, messages, channels, media, budget and accountability.
Communication campaign: An integrated series of activities aimed at large target audiences, often of long duration, with a clear purpose.
Communication product: Usually a physical object, such as a poster or t-shirt, which promotes the message being communicated.

Guiding questions

- Has your organisation considered the differences between a communication strategy, a campaign and a product when designing a communication action?
- Which of these elements have been used in your organisation?
- Do these differences suggest any necessary changes in the way you previously planned communication activities?

Communication strategies

The Conceptual Module provides detailed information on the following communication strategies: social marketing, entertainment-education; social mobilisation, media advocacy; civic journalism; mechanisms for building consensus and decisions; digital media and community communication and citizen media.

The key concepts of these strategies have been abbreviated here for ease of reference.

4.1 SOCIAL MARKETING

Social marketing strategies are built around the following five central elements:

<p>1. Product</p> <p>What is the product being promoted?</p>	<p>2. Price</p> <p>What price is the recipient being asked to pay?</p>	<p>3. Position</p> <p>What physical position will the message and the product be located in?</p>	<p>4. Promotion</p> <p>How will the message be promoted?</p>	<p>5. Psychological Position</p> <p>What is the psychological position of the message in the receiver's mind?</p>
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Find an example of social marketing in **CASE STUDY 1 – Phuza Wize Campaign (South Africa)** in the **ANNEXES** section of the **CONCEPTUAL MODULE**.

Guiding questions

- Has your organisation used social marketing in previous communication strategies or activities?
- What are the advantages of using social marketing in your strategy?
- What are the disadvantages of using social marketing in your strategy?
- Which elements from this case study might be useful in the development of your strategy?

4.2 ENTERTAINMENT-EDUCATION

Entertainment-education is a strategy which delivers both entertaining and educative messages simultaneously. It uses a variety of formats:

<p>Audio-Visual</p> <p>Such as television, radio, video, cinema and digital platforms.</p>	<p>Print Media</p> <p>Such as newspapers, magazines, comics, story books and pamphlets.</p>	<p>Live Performance</p> <p>Such as theatre, dance and puppet shows.</p>	<p>Other</p> <p>Such as games, music, dance and social media.</p>
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Find examples of entertainment-education in **CASE STUDY 2 – Soul City (South Africa)**, **CASE STUDY 3 – Nollywood (Nigeria)**, **CASE STUDY 4 – Sixth Sense (Nicaragua)**, **CASE STUDY 5 – Femina HIP (Tanzania)**, **CASE STUDY 6 – Minga Perú (Peru)**, and **CASE STUDY 7 – MTV Staying Alive and Shuga Drama** in the **ANNEXES** section of the **CONCEPTUAL MODULE**.

Guiding questions

- Has your organisation used entertainment-education in previous communication strategies or activities?
- What are the advantages of using entertainment-education in your strategy?
- What are the disadvantages of using entertainment-education in your strategy?
- Which elements from these case studies might be useful in the development of your strategy?

4.3 SOCIAL MOBILISATION

Social mobilisation brings together allies in order to raise awareness on development issues. For this to occur, three basic conditions must be met:

<p>1.</p> <p>Formulate a Vision</p> <p>A vision is a desirable representation of the future. This must be attractive in order to mobilise.</p>	<p>2.</p> <p>Define Field of Action</p> <p>Efforts should focus on actions and decisions that are within the participants' scope and ability.</p>	<p>3.</p> <p>Collective Action</p> <p>Each stakeholder involved must know that others are doing the same thing and pursuing the same purpose, so that the process is collective.</p>
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Find examples of social mobilisation in **CASE STUDY 8** – ‘Scenarios from the Sahel’ (West Africa), **CASE STUDY 9** – ‘Primero mi primaria...para triunfar’ (First my primary school...to succeed) (Colombia), and **CASE STUDY 10** – Twaweza (Kenya, Tanzania and Uganda) in the **ANNEXES** section of the **CONCEPTUAL MODULE**.

Guiding questions

- Has your organisation used social mobilisation in previous communication strategies or activities?
- What are the advantages of using social mobilisation in your strategy?
- What are the disadvantages of using social mobilisation in your strategy?
- Which elements from these case studies might be useful in the development of your strategy?

4.4 MEDIA ADVOCACY

Media advocacy is the process of circulating information through the media, with the aim of effecting action, changing policy or altering the public's view of an issue. The following steps are crucial for the effective implementation of this strategy:

<p>1.</p> <p>Preparing the Organisation</p> <p>Designate a person to be in contact with the media.</p>	<p>2.</p> <p>Purpose Identification</p> <p>Identify the purpose of the strategy and what the media will be used for.</p>	<p>3.</p> <p>Selecting a Target Audience</p> <p>The target audience will affect the type of media which will be used.</p>	<p>4.</p> <p>Developing a Plan</p> <p>Include a list of which media will be involved and how to communicate with them.</p>	<p>5.</p> <p>Flexible Implementation</p> <p>Timelines are important, but it is also necessary to be flexible.</p>
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Find examples of media advocacy in **CASE STUDY 2** – Soul City (South Africa) (Advocacy component), and **CASE STUDY 11** – Campaign for Smoke-free Children (Mexico) in the **ANNEXES** section of the **CONCEPTUAL MODULE**.

Guiding questions

- Has your organisation used media advocacy in previous communication strategies or activities?
- What are the advantages of using media advocacy in your strategy?
- What are the disadvantages of using media advocacy in your strategy?
- Which elements from these case studies might be useful in the development of your strategy?

4.5 CIVIC JOURNALISM

Civic journalism suggests that journalism is not only meant to inform, but also to take citizen's viewpoints into consideration. In summary, civic journalism aims to:

1. Provide information framed in a way that facilitates the participation of citizens;
2. Strengthen the capacity of citizens to deliberate;
3. Link or reconnect citizens to public life;
4. Support civic processes with sound coverage and an adequate follow-up of critical issues;
5. Place the media as stakeholders in, and promoters of, social dialogue; and
6. Strengthen participatory democracy.

Find an example of civic journalism in **CASE STUDY 12** – Niambie (Dime) (Tanzania) in the **ANNEXES** section of the **CONCEPTUAL MODULE**.

Guiding questions

- Has your organisation used civic journalism in previous communication strategies or activities?
- What are the advantages and disadvantages of using civic journalism in your strategy?

4.6 MECHANISMS FOR BUILDING CONSENSUS AND DECISIONS

A consensus-building and decision-making strategy should consider the following recommendations:

1. Select a topic that will raise interest and political will for negotiation. This topic must have at least three characteristics for it to fulfil this purpose: it should significantly affect and, therefore, be considered important by the different parties; actors should have enough information so that there is symmetry in their willingness to participate; and it should suggest a feasible intervention.
2. Clearly design – or sufficiently socialise if they already exist – the rules of the game for the discussion process and ensure that the mechanisms are in place for them to be discussed, understood and accepted by all the participants.
3. Guarantee the possibility to debate and validate different positions, and, whenever possible, establish mechanisms to strengthen discussion and debate.
4. Share and explain all relevant information to facilitate its comprehension by all participants.
5. Develop training processes on negotiation skills, reading, information literacy, etc. and facilitation, so that stakeholders can progressively gain empowerment over the process.

Consensus-building mechanisms are framed as interpersonal and group communication processes. They are also often supported by mass communication strategies and campaigns. Considering that the processes and methodologies of consensus-building may be diverse, the following case studies illustrate how they can be conceived in different areas.

Find examples of mechanisms for building consensus and decisions in **CASE STUDY 13** – Search for Common Ground (South Sudan), and **CASE STUDY 14** – Ebola control in Liberia in the **ANNEXES** section of the **CONCEPTUAL MODULE**.

Guiding questions

- Has your organisation used mechanisms for consensus-building and/or collective decision-making in previous communication strategies or activities?
- What are the advantages and disadvantages of this communication strategy?

4.7 DIGITAL MEDIA

In the process of creating a strategy that includes social media for a specific purpose, it is important to consider the following:³

1. **Identify the target audience:** The person you want to communicate with must be described. It is possible to think of more than one audience.
2. **Determine the goal:** Think about what you want to achieve with the social media strategy, and what the audience is expected to do as a result of the communication experience.
3. **Define the needs of the audience:** Investigate the reasons why your target audience accesses information, at what times of the day, and in which ways.
4. **Develop messages:** Design a series of key messages for each audience and identified goal.
5. **Determine resources and capacities:** Choose the person or team in charge of the implementation as well as the cost of the strategy.
6. **Identify social media tools:** Determine which tools will be most effective in reaching your audience and in supporting your objectives.
7. **Define activities:** Based on the above, list the activities you want to carry-out.
8. **Identify allies** and their responsibilities.
9. **Define how the strategy will be evaluated:** The measures or indicators for the success of a particular strategy is a question that should be asked before evaluating; it also depends on your objectives and the target audience(s).
10. **Evaluate:** This can be defined according to the activities and expected results in the short- and-long term.

Find an example of digital media in **CASE STUDY 17** –East Los High – Social Media in Edutainment-Interventions (USA) in the **ANNEXES** section of the **CONCEPTUAL MODULE**.

Guiding questions

- Has your organisation used digital media in previous communication strategies or activities?
- What are the advantages and disadvantages of using digital media in your strategy?
- Which elements from this case study might be useful in the development of your strategy?

4.8 COMMUNITY COMMUNICATION AND CITIZEN MEDIA

This strategy works on the premise that society members must be able to make decisions, have a position on the issues that affect them, and be able to use those positions to transform their context.

Find examples of Community Communication and Citizen Media in **CASE STUDY 15** – Bush Radio (South Africa), and **CASE STUDY 16** – Katha Mitho Sarangiko (Sweet Stories of the Sarangi) (Nepal) in the **ANNEXES** section of the **CONCEPTUAL MODULE**.

Guiding questions

- What are the advantages and disadvantages of using community communication and citizen media in your strategy?
- Which elements from these case studies might be useful in the development of your strategy?

³ Centres for Disease Control and Prevention. (2011). The health communicator's social media toolkit. Retrieved from: http://www.cdc.gov/healthcommunication/ToolsTemplates/SocialMediaToolkit_BM.pdf. Accessed May 9, 2018.

CHAPTER 5

RESEARCH

Learning outcomes

Following review and discussion of topics, you will be able to:

- recognise the importance of supporting decisions about design, implementation and evaluation of communication strategies with research-based evidence; and
- consider research-based evidence to make pertinent decisions in relation to the communication strategy you aim to develop.

Readings

- Conceptual Module, Chapter 5: Research

5.1 DRAFT RESEARCH PLAN

Before beginning formative research, it is wise to plan out all the steps and activities. Several issues will influence the final choice of research methods; such as time, cost, the willingness and accessibility of the people who will participate in the research, and the availability of skilled staff to conduct it.

Worksheet 4 on page 39 provides a draft research plan which outlines each of these issues and may help decide how the research data will be used.

5.2 INFORMATION GAPS

It is likely that information gaps will emerge as you progress with developing your communication strategy, particularly in relation to the strategy's main audiences and communication channels.

Few issues remain un-researched, therefore existing sources of data and research must be thoroughly reviewed before deciding what additional research and data collection will be needed.

The following worksheets have been included to assist you in this process: **Worksheet 5** on page 40 will help you compile a list of your existing research inventory and **Worksheet 6** on page 41 guides you on how to fill research gaps. **Annex 1** on page 58 provides an example.

Guiding questions

- Which research methods and techniques are common within your organisation?
- What have you learned about them?
- Which advantages and disadvantages can you identify in each of them?
- Which of these methods and techniques would be relevant and viable to support the communication strategy you are designing? What type of information should it include?
- What should the research design look like?
- Which research methods and techniques would you use?
- Has your organisation used formative research for communication strategies in the past? What were its main characteristics? What did you learn from that process?

CHAPTER 6

DESIGNING A COMMUNICATION STRATEGY STEP-BY-STEP

Numerous planning models have been developed in the practice of designing, implementing and evaluating communication for development and social change strategies. This manual, however, has adopted the Social and Behaviour Change Communication (SBCC) model (see page 8), as this perspective takes into account three fundamental contributions to strategic communication planning:

1. The conceptualisation of a five-step cyclical process aimed at facilitating continuous design, implementation and evaluation of communication-based actions;
2. A situational analysis that considers structural causes instead of immediate ones; and
3. A consideration of multiple communication and community-based interventions that involve different and complementary actors at various levels (individual, community, institutional, social and policy).

Each of these steps is introduced in the following pages.

STEP 1

SITUATIONAL ANALYSIS/ UNDERSTANDING THE SITUATION

A situational analysis focuses on identifying barriers and enablers of change located within the community. This helps prioritise actions aimed at addressing those barriers and/or enhancing the enabling factors. For communication strategies to contribute to sustainable change, they should be community-centred whenever possible. Thus, the analysis should start with a reflection amongst leaders, decision-makers and different stakeholders within the community. The involvement of the community will facilitate a better understanding of the socio-cultural factors determining certain practices or decisions.

The situational analysis consists of the following three aspects:

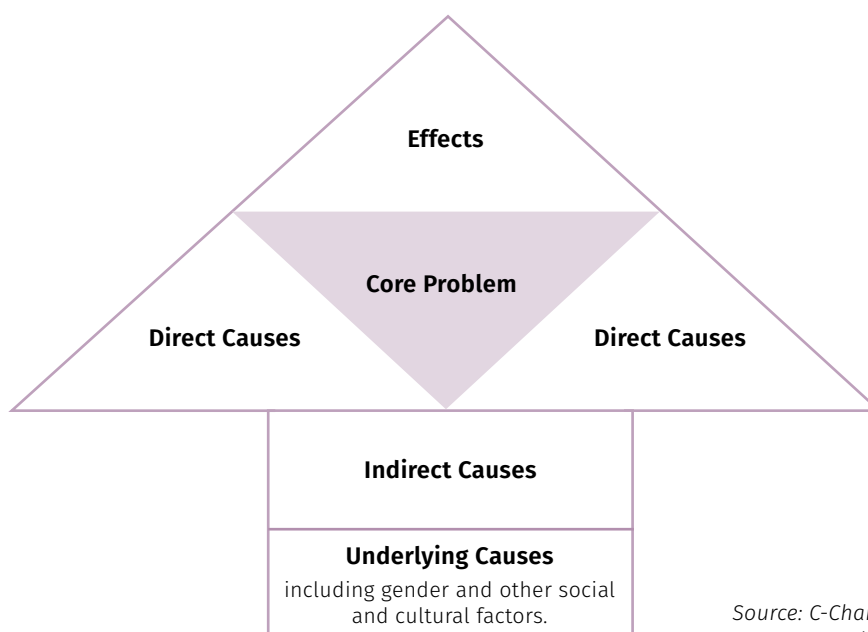
- **Context Analysis:** The status of the situation at hand, including aspects that enable or impede proposed change processes.
- **People Analysis:** The characteristics of the target audience and social stakeholders involved.
- **Communication Analysis:** The communication tools, channels, spaces and resources available to develop and implement the strategy.

6.1.1 CONTEXT ANALYSIS

The first step in developing a communication strategy is to dig deeper into the specific issues and problems the strategy will focus on. A review of the way in which the issue has been managed in the past is necessary to identify theoretical perspectives and strategies previously used, as well as lessons learned. This review could take into account people's attitudes, beliefs, capacities, abilities, knowledge of their rights and existing social norms about political participation.

For example, if a communication strategy is developed to increase political participation in the deliberation of a public issue, it is important to understand how long this issue has been going on and why, which segments of the population are most affected by it, which solutions have previously been explored, which ones have worked, who was responsible for the implementation, and what results were achieved.

A common technique used for this kind of analysis is the **Problem Tree**:



Source: C-Change (2012), *Practitioner's Handbook*, Module 1, p. 5

1. **Core problem:** Refers to the main problem that needs addressing. Following the example of political participation, the central problem could be stated as: Official health programmes and policies do not respond to the needs of the population.
2. **Effects:** Refers to the consequences of the main problem on the affected population. In our example, the effects could be framed as: Health needs of the population remain unresolved.
3. **Direct causes:** Refers to causes related to the population itself, and the environment in which they live, that may hinder resolving the problem. Following the example, direct causes of the problem might include:
 - The young population in this area displays an apathetic attitude towards participation on health issues.
 - People do not know their rights in terms of political participation.
 - Health personnel do not consider community participation relevant in their regular activities.
4. **Indirect causes:** Refers to causes related to institutional frameworks that limit resolving the problem. In this example, an indirect cause could be: The government lacks the political will to promote public participation.
5. **Underlying causes:** Refers to causes related to the broader context, such as legislation or cultural norms that hinder or limit resolving the problem. In this example, an underlying cause could be: Health and education are considered government issues in which the population feels it has a limited role to play.

Use **Worksheet 7** on page 42 to conduct a problem tree analysis for the communication strategy being developed. This exercise will be more useful if key actors of the strategy's target audience are involved. See **Annex 2** on page 59 for examples of the theoretical basis of the Socio-Ecological Model for Change.

6.1.2 PEOPLE ANALYSIS

This analysis defines the characteristics of the target audience and social stakeholders involved in the strategy's core issue. These characteristics can include demographic, socio-economic, cultural and educational factors, as well as needs, barriers and roles regarding the issue at hand. It is important to understand details about where these people live, their gender, race, socio-economic conditions, income level and education. It is equally important to understand their primary sources of information (e.g. official channels, informal community networks, the media), the communication spaces belonging to their cultural and community environment (e.g. theatre, sports), as well as the sources of information they deem credible (e.g. community and/or religious leaders). Depending on the issue at hand; the history, political conditions, cultural characteristics, language, religion, rituals, festivals, etc. of the audiences (primary, secondary and tertiary) can also be key aspects to analyse and understand.

However, the most important question here should be how communication for development and social change strategies reflect the views and voices of the most vulnerable populations. For example, important milestones have led to the consideration of women, gender equity and women's empowerment in international development agendas. In 1994, the International Conference on Population and Development was held in Cairo. While this was not the first space in which references to the relationship between women's issues and populations' concerns were made, it became a historical reference because it resulted in a call for the empowerment of women around the world.⁴

According to the then Executive Director of the United Nations Population Fund:

Empowering women means to broaden their options: options on whether or not to marry and when; options on education and employment opportunities to control the social and psychological environment; options on when to become pregnant and the

⁴ Neidell, S. G. (1998). Women's empowerment as a public problem: A case study of the 1994 International Conference on Population and Development. *Population research and Policy review*, 17(3), pp. 247-260.

size of the family unit. Empowerment requires husbands, parents, family members and communities to help promote an environment free of coercion, violence or abuse, in which women are free to use community services on an equal basis.⁵

Today, the empowerment of women is understood as a public issue. In many countries emphasis on gender inequality is expressed through attention to issues such as women's access to land, especially in relation to the number of land titles retained by women in comparison with men. It has been stated that, 'The inability of women to access as much land as men is the product of discriminatory practices in other domains.' Similarly, as women's capacity to earn a salary is lower, they cannot compete with men in the land market.⁶ Whether for gender equality, disability or inclusion of any type of vulnerable or marginalised group, communication strategies remain central to ensure that the voices of these groups are heard.

This analysis is necessary in order to verify whether the issues or problems addressed by the organisation indeed focus on the affected populations' needs. The questions that follow can guide your people analysis.⁷

In the case of people directly affected:

1. Taking into account the specificities of the group in question, are they more likely to be affected by the problem/issue?
2. How might the specificities of the group in question affect their view of the problem/issue?
3. Do the specificities of the group in question affect their ability to address the problem/issue?

In the case of people who have contact with and directly influence the specific groups; such as partners, family members, co-workers and friends:

1. What is the effect of the specificities of the group in question on their partners, family members, co-workers and friends?
2. How do the specificities of the group in question affect their social relationships?
3. How can the people close to the specific group potentially support the desired change?

In the case of actors that indirectly influence the specific groups (e.g. journalists, parliamentarians, religious leaders, directors of health centres, etc.):

1. How do the specificities of the group in question affect their role or influence of these actors?
2. How do the specificities of the group in question affect the way these actors see the problem/issue and their involvement?

The Socio-Ecological Model for Change can be a useful tool for the People Analysis. It looks at both the people who are directly affected by the problem or issue and the people who are involved with and influence those directly affected (see illustration on page 20).

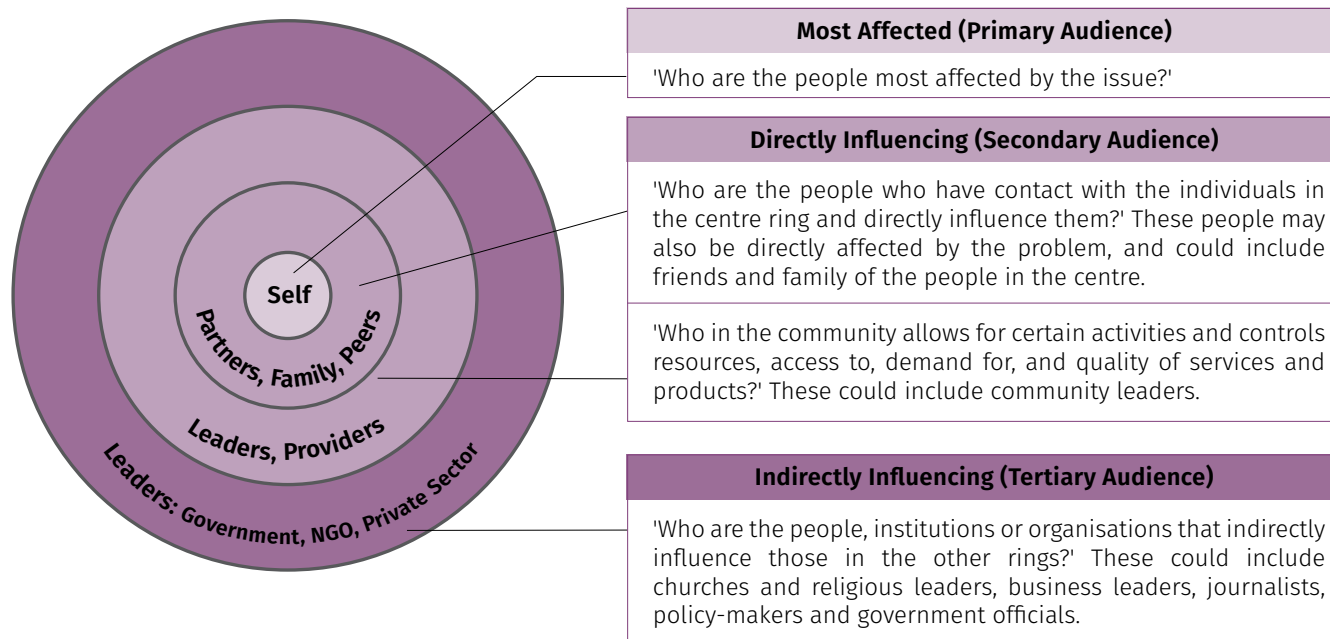
- In the centre (the self) are the people most affected by the problem.
- In the two intermediate rings (interpersonal and community levels) are people, community organisations, services or products that directly influence those most affected (self).
- In the outermost ring (the enabling environment) are people, groups and/or institutions that indirectly influence people in the centre (self) and all those in the other rings.

Adapted from C-Change (2012), Practitioner's Handbook, Module 1, p. 9

⁵ Popline. (1994). Volume 16, July-August, September-October: 3.

⁶ Njoh, A. J. & Ananga, E. (2016). The development hypothesis of women improvements in the Millennium Development Goals in the context women's access to land in Africa. *Social Indications Research*, 128(1), pp. 89-104.

⁷ Questions adapted from: C-Change. (2012). *C-Modules: A Learning Package for Social and Behaviour Change Communication*. Practitioner's Handbook, Module 1, p. 13. Washington, DC: FHI 360/C-Change. (As adapted from McKee, Neill, Erma Manoncourt, Chin Saik Yoon, and Rachel Carnegie, eds. 2000. *Involving people, evolving behavior*. New York: UNICEF; Penang: Southbound.)



Source: Adapted from C-Change (2012),
Practitioner's Handbook, Module 1, p. 12

As an exercise, use **Worksheet 8** on page 43 to summarise the analysis of audience segments that are key for the implementation of the communication strategy being developed. This exercise will be more useful if key actors of the strategy's target audiences are involved.

Once specific segments of the audience have been defined as the focus of the intervention, it is important to identify existing opportunities and barriers to achieving the desired outcomes for each segment. This exercise considers the level of information, or lack thereof; favourable and non-favourable opinions and beliefs; the capacity, or lack thereof, to act; as well as social and cultural norms which may help or hinder the outcomes of the strategy being developed.

Worksheet 9 on page 44 can be used as a tool to summarise the characteristics of each audience segment in relation to the issues addressed by the strategy.

Find examples of where People Analysis has been applied in **CASE STUDY 1** – Phuza Wize Campaign (South Africa), and **CASE STUDY 4** – *Sixth Sense* (Nicaragua) in the **ANNEXES** section of the **CONCEPTUAL MODULE**.

6.1.3 COMMUNICATION ANALYSIS

Next, it is important to identify the most relevant forms of communication that the strategy will utilise, based on an adequate understanding of the target audience and stakeholders. This communication diagnosis will facilitate the identification of aspects such as processes and spaces of communication familiar to the population, most frequently used media, times and intensity of usage, as well as access to information, and communication technology and resources, such as mobile phones and internet. In addition, it is also recommended to include communication and educational capacities present in the community as potential resources for the development of the strategy.

Continuing with the example above, when the communication strategy is aimed at strengthening social participation, the communication diagnosis could include questions about access and use of mass media, mobile devices and the internet, as well as other sources of information, particularly from influential or decision-making actors (such as close relatives, local leaders, community activists, government representatives, educators and religious leaders).

Find examples where Communication Analysis was applied in **CASE STUDY 3** – Nollywood (Nigeria), and **CASE STUDY 7** – MTV Staying Alive and Shuga Drama in the **ANNEXES** section of the **CONCEPTUAL MODULE**.

6.1.4 SUMMARY OF THE SITUATIONAL ANALYSIS

Use **Worksheet 10** on page 45 to summarise the situational analysis of the communication strategy being developed.

Guiding questions

- Has your organisation analysed whether your central topics engage or affect all population groups in similar ways?
- Have you established specifically tailored strategies to work with diverse populations?
- How would this be reflected in your communication strategy?

STEP 2

FORMULATION OF THE COMMUNICATION STRATEGY

A communication strategy should contain a clear definition of the following elements:

1. Audiences and social stakeholders;
2. Issues, messages and barriers;
3. Communication objectives;
4. Communication strategies, channels and tools; and
5. Timeline and budget.

6.2.1 AUDIENCES AND SOCIAL STAKEHOLDERS

It is necessary to define the scope of the audience in a communication strategy. A communication strategy aimed at a wide or highly diverse audience can lead to poor results. A communication strategy can focus on one or several specific audiences and social stakeholders, as long as each is clearly defined. Most communication planning models refer to this process as audience segmentation.

6.2.2 ISSUES, MESSAGES AND BARRIERS

Message briefs (which lay out two or three core issues and their corresponding messages) should be drafted. These are key tools to ensure that both the design and implementation teams are always clear on the messages that need to be conveyed throughout the communication strategy.

If the core communication objective is to increase political participation, for example, a key message could be: 'Citizens' participation in decision-making helps local governments to design efficient actions'; or 'Citizens must be informed about the different participation mechanisms that exist at the district level.' In this case, the communication strategy should foresee barriers expressed in beliefs such as, 'Political participation of citizens is useless because it is never considered by decision-makers,' or 'Those types of rights are reserved for the elite.' Further, structural barriers which may limit the capacity to participate should be taken into account. For example, low literacy rates may limit access to knowledge on certain subject matters. Cultural barriers may limit the participation of certain groups if they dictate, for example, that women have no place in political discussion. It is, however, also necessary to consider maximising enabling factors such as the positive influence of certain community leaders or social organisations.

Find an example on the use of Issues, Messages and Barriers in **CASE STUDY 12 – Niambie (Dime) (Tanzania)** in the **ANNEXES** section of the **CONCEPTUAL MODULE**.

6.2.3 COMMUNICATION OBJECTIVES

In order to formulate a communication objective, it is important to ask what kind of change is needed and which results are expected. Communication objectives can have different levels ranging from information dissemination to the promotion of participation, and from empowerment processes to changes in behaviours and practices. Whatever the case may be, defining the scope of the objective(s) is a fundamental step in the development of a communication strategy.

If the communication objective is purely focused on informing citizens and government officials about the benefits of social participation, the scope of the strategy can be limited to information dissemination. This decision will have consequences on the types of messages and communication channels used. However, if the communication objective is focused on fostering dialogue among citizens and government officials on how to strengthen social participation, the scope of the strategy would be broader and include different kinds of messages and communication channels specific to each target audience. To formulate communication objectives that achieve the expected results in each target audience, it is recommended to follow the **SMART** criteria:

Criteria	Questions
(S) Specific	Is the communication objective specific in terms of the outcome you expect to achieve?
(M) Measurable	Can the communication objective be measured?
(A) Achievable	Is the communication objective achievable?
(R) Realistic	Is it possible to achieve this communication objective with the existing resources?
(T) Time-bound	Does the communication objective specify the timeframe in which it should be achieved?

Source: C-Change (2012), *Practitioner's Handbook, Module 2*, p. 28

When formulating communication objectives, it is advisable to think in terms of processes that can contribute to promoting individual and community participation, ownership and empowerment as well as private and collective dialogue, debate and reflection. Examples of communication objectives include:

- By month/year, the number of adults from district X who know at least three mechanisms to participate in the government decision-making processes will increase by X%.
- By month/year, the number of adults from district X who hold a positive attitude to participating in government decision-making processes will increase by X%.
- By month/year, the number of adults from district X who participate in the government decision-making processes will increase by X%.
- By month/year, the number of adults from district X who consider it normal that ordinary citizens participate in government decision-making processes will increase by X%.

Find an example of where communication objectives have been used in **CASE STUDY 9** – ‘Primero mi primaria... para triunfar’ (First my primary school...to succeed) (Colombia) in the **ANNEXES** section of the **CONCEPTUAL MODULE**.

Taking into account the desired changes and barriers to change, **Worksheet 11** on page 46 can be used to summarise the communication objectives for each target audience segment.

6.2.4 COMMUNICATION STRATEGIES, CHANNELS AND TOOLS

It is recommended to use a mix of communication strategies, channels and tools focused on generating individual behavioural change, social mobilisation and impact on decision-makers.

Each message and communication interaction is informed by the context and socio-cultural characteristics of the audiences and social stakeholders in question. For each selected message, it is necessary to research which channel(s) is most appropriate, which format(s) is most opportune, and how each can facilitate regular engagement with members of the specific audiences and stakeholders. As explained in the communication analysis section of Step 1, different audiences make use of different communication channels and find greater credibility in different information sources. Formats may include video clips broadcast on television or the internet, posters handed out on the street, theatre plays in schools, traditional folk songs, training workshops in neighbourhoods, and so forth. Whichever way, decisions on which format should be used must be informed by the communication analysis. In other words, in order to develop these tools, it is necessary to consider the strategy's objectives, media consumption patterns and preferred communication spaces of the targeted audiences.

If the goal of the strategy is to create dialogue among actors to analyse local problems, for example, rather than launch a mass media campaign, it might be more pertinent to facilitate meetings with government officials in local neighbourhoods where these actors live so they can express their concerns and points of view. In this case, the channel would be face to face and the tool would be the meeting itself. If the goal of the strategy is to position the importance of citizens' participation in local issues and to promote participatory spaces, a combination of mass media and community dialogues might be more appropriate.

Use **Worksheet 12** on page 47 to summarise the combination of strategies that will be used and the justification for using them according to the targeted audience segments.

Readings

For more information on an array of communication strategies, see **Chapter 4** of both this module and the **CONCEPTUAL MODULE**.

a. Choosing activities, channels, tools and contents

Think creatively about how to support strategies through a variety of activities or interventions. Which channels and materials will support them? The possibilities are endless. Regarding the use of materials, the way they are used as part of an activity determines what affect they will have.

Tips

- Use a combination of channels that are linked and mutually supportive. For example, use mass media to highlight effective community dialogue.
- Build in repetition of messages throughout various media and create opportunities for audience members to ask questions or state what they think of the activities (feedback loop).
- Invest wisely in sufficient repetition. Make sure that materials/messages are disseminated as many times as possible, but avoid audience fatigue.
- Remember, less is more — that is to say, quality pays off in communication. It is better to do one thing well than to have many different activities that people do not remember because they were poorly implemented.

Worksheet 13 on page 48 can be used to summarise the activities, channels, tools and contents being communicated according to the targeted audience segments:

b. Finding the right mix

Use **Worksheet 14** on page 49 to help you decide on the right channel and material mix.

Channel Types	Examples	Potential Benefits	Cost and Effort Estimates
Interpersonal	One-to-one communication such as provider-to-client, peer-to-peer, and partner-to-partner exchanges; social networks; training and skills-building activities in small groups	<ul style="list-style-type: none"> Tailored communication Interactive Able to unpack complex information Provides personalised assistances Can build behavioural skills Increases self-efficacy Can increase intentions to act 	Though interpersonal communication activities are not expensive, they are not one-off investments. They need to be continuously supported by supervision and incentives to keep up the quality of the intervention.
Community-based	Bulletin boards; meetings and parent-teacher meetings; church and mosque notice boards; posters; drama groups, cultural events	<ul style="list-style-type: none"> Can motivate collective solutions Provides social support Can increase intentions to act Provides feedback to broader community 	Community-based activities do not have to be expensive, especially if the project has community ownership and uses existing resources and strengths. However, ensure they are well planned and linked with mass media to implement them at an effective scale.
Mass and social media	Television; radio; newspapers; billboards; transit advertising; web sites; Facebook; blogs; YouTube; videos; SMS; podcasts	<ul style="list-style-type: none"> Extensive reach Efficient and consistent repetition of message Have potential to mobilise youth 	Mass media are expensive, but their reach makes the cost per person minimal. Social media also involve a minimal cost per person reached, but access issues must be considered.

Factors that influence the choice of communication channels:

- **Complexity of the issue:** Although interpersonal communication is the most appropriate and effective communication in many situations, it is also the most labour- and cost-intensive.
- **Sensitivity of the issue:** Highly sensitive issues may not lend themselves to the use of mass media.
- **Literacy:** Low literacy levels rule out print materials with extensive text.
- **Desired reach:** Programmes aiming at national or regional coverage often use mass media.
- **Prevailing social norms:** Countries differ in their openness and willingness to address certain issues and topics.
- **Media habits and preferences of intended audiences:** Formative research needs to give answers to the question of access and habits to tailor programming to preferred listening times, favourite programmes and media ownership.
- **Cost:** The cost of the many available communication channels and their combination vary by type and also by country. It is clearly a determining factor for strategy.

McKee, Neill, Jane Bertrand, and Antje Becker-Benton. 2004. Strategic communication in the HIV/AIDS epidemic. New Delhi: Sage Publications.

Source: C-Change (2012), Practitioner's Handbook, Module 2, p. 41

Summarise the activities, channels, tools and contents you have selected by using **Worksheet 15** on page 50.

6.2.5 TIMELINE AND BUDGET

It is necessary to develop a timeline and budget for the implementation of the communication strategy. The timeline should define the duration of each intervention and identify key moments to obtain the expected results. Considering that strategies are long-term endeavours, it is important to define which activities will be implemented at each stage of the process. These decisions must go hand in hand with the budget, both for the design of each activity and its implementation.

1. When will each activity be implemented?
2. What is the sequence of activities? How are they linked?
3. If your efforts are tied to service delivery or training, be sure to allow for this in your timeline.

In order to develop a timeline, you will need to:

a. Identify key partners/allies

In this step the roles and responsibilities of potential allies are determined. It's crucial to make prior contact with partner institutions and organisations, and to establish a functional relationship with members of the target audience. Key partners/allies could be other social organisations, NGOs, media, private companies, governmental institutions or cooperation agencies. Once the partners are established, their roles in the communication strategy need to be clearly defined. The success of the communication strategy often relies on the combined expertise of partners.

If you have developed your communication strategy in a small group, you may want to consult with potential partners along the way. Refer back to your SWOT analysis to see which partners might contribute needed resources (time, expertise, funds) and be sure to bring them on board early so they feel ownership of and dedication to the project. Consider the following questions:

1. What competencies do you need to implement the following aspects of the communication strategy: creative design of concepts and materials; media placement; community mobilisation; training; media advocacy; service delivery; and monitoring and evaluation? Which potential partners have these necessary competencies? Who can provide expertise for these areas?
2. Once potential partners have been identified, outline how the implementation will be coordinated amongst the various partners.
3. Who will provide technical assistance to the lead implementer and partners?

Participation and capacity-building are crucial to the success of your strategy.

b. Determine a budget

This task determines how much funding will be needed to implement your communication strategy. The list below gives possible costs for each activity and can help you plan a preliminary budget. The budget should be in line with the activities highlighted in the work plan. There are various considerations when compiling a budget. The following are merely examples of possible costs which are meant to aid the process, but not limit it:

- Communication research and planning
- Salaries; consultant fees
- Training for data collection
- Travel
- Data processing and analysis
- Report writing
- Meetings
- Monitoring and evaluation
- Development, distribution, and collection of monitoring and evaluation questionnaires
- Compilation and analysis of data
- Fees/salaries for evaluators
- Curriculum development
- Consultants' and trainers' fees
- Training and materials
- Equipment purchase or rental
- Hiring of training site
- Mobilisation and outreach activities
- Production of print materials
- Copywriting and editing
- Pretesting
- Printing and distribution
- Production of broadcast materials
- Studio and equipment rental
- Technical content reviewers
- Pretesting of broadcast materials
- Communication
- Give-aways – such as stickers, T-shirts
- Press conferences and kick-off events
- Administrative and overhead costs

Use **Worksheet 16** on page 51 to summarise the activities under each communication objective, the implementers of each activity, its timeline and budget.

Read **CASE STUDY 14** – Ebola Control in Liberia in the **ANNEXES** section of the **CONCEPTUAL MODULE**.

Guiding questions

- Has your organisation systematised any of its communication strategies and actions? What were the main characteristics of that systematisation?
- What did your organisation learn in that process?
- What would be the main characteristics of the systematisation of the communication strategy you are currently designing?
- What type of information should it include? What type of design would you choose?
- Which research methods would you use?

STEP
3

CREATION OF EFFECTIVE COMMUNICATION
MATERIALS AND ACTIVITIES

Messages and materials need to be tested with members of the target audience beforehand, to ensure that they meet the objectives of the communication strategy.

6.3.1 DESIGNING MESSAGES AND MATERIALS

Assemble a creative design team from different disciplines in order to obtain the most effective messages and materials for each audience segment. This could include someone with expertise on the development issue (e.g. political participation), a creative design person and someone with knowledge of the local context. It is also advisable to involve external actors with expertise on the issue at hand, as well as members of the targeted audiences. The creative design team should work on the development of a creative brief for each material or activity selected.

A creative brief

A creative brief is a tool to guide the development of activities and materials. Each material or activity should have its own creative brief, though a single brief may suffice for a set of activities or materials designed for the same audience(s) and with the same objective(s). A creative brief is based on the communication strategy agreed upon in Step 2. In fact, each creative brief repeats some key information from the communication strategy to ensure that each activity and material is in line with the strategy. The overview below explains the five broad categories of the creative brief. **Annex 3** on page 61 shows an example creative brief.

Goal and audience	<ul style="list-style-type: none">• overall aim of the activity or material• Selected audience(s)
Changes, barriers and communication objectives	<ul style="list-style-type: none">• desired changes• Barriers• Communication objectives
Message brief *	<ul style="list-style-type: none">• key promise• Support statement• Call to action• Lasting impression• Perception of someone involved in the change
Key content and tone	<ul style="list-style-type: none">• key content to communicate in this activity or material• Tone for this activity or material
Media mix and other considerations	<ul style="list-style-type: none">• how this material complements/is supported by other activities/materials in the mix• Other creative considerations• Timing and cost

Source: Authors' own adaptation

**Within the broad category Message Brief, the key promise selects one single, subjective promise or benefit that the audience will experience by hearing, seeing or reading the objectives the programme has set. The support statement includes the reasons the key promise outweighs the key barriers and why what is promised, or being promoted, is beneficial. These often become the key messages. The lasting impression is what an audience should have after hearing or seeing the message. And the perception of someone involved in the change describes how the audience perceives someone who is part of the change or who uses the product or service being promoted.*

Source: C-Change (2012), Practitioner's Handbook, Module 3, pp. 6-9

Effective messages and guidelines for effective communications

The Seven Cs of Communication is a valuable reminder of what to keep in mind when developing effective messages and materials (Piotrow, et al 1997):

The seven Cs of communication	Questions to ask and things to remember
1. Command attention	Does the message stand out? Does your audience think it does? Remember to give thought to the following details: colours and fonts; images and graphics; sound effects; music; slogans
2. Clarify the message	Is the message simple and direct? Remember, less is more! Stay focused on what the audience needs to know.
3. Communicate a benefit	What will the audience get in return for taking action? Choosing an immediate benefit (instead of a long-term benefit) is typically more effective in bringing about immediate change.
4. Consistency counts	Activities and materials convey the same message and become mutually supportive in creating recall and change. 'One sight, one sound' is a good motto. Pay attention to your use of logos, colours, words, sounds, themes, images and models.
5. Cater to the heart and the head	Is it better to appeal to the audience's emotions or intellect, or both? Emotional appeals are often more convincing than facts.
6. Create trust	Does your information come from a credible source? Who does the target audience consider to be credible? Ask them. Is the source considered to be credible the same for men and women and for different age groups? Is there a celebrity who would impress the audience?
7. Call to action	What do you want the audience to do after seeing the communication? What action is realistic as a result of the communication? The call to action should focus on a concrete and realistic action and help achieve your objectives.

Source: C-Change (2012), *Practitioner's Handbook, Module 3, p. 20*

Checklist: basic principles of message development

As you draft messages, review this checklist developed by the Advocacy and Leadership Center (2010).

1. Keep it simple.	
Make it easy to grasp.	
Make it short and uncluttered.	
Define key terms that may sound like jargon (e.g. sustainable development).	
2. Know your audience and involve them early on.	
Address audience's level of knowledge — Is there a startling fact that might cause the audience to rethink their position or move to action?	
Address their values, norms and beliefs — Does the message address the values that are most important to the audience?	
Address their needs and priorities — What does your audience care deeply about or fear?	
3. Invite the audience to 'fill in the blanks' and reach conclusions on their own.	
Hold back from including every detail.	
Allow the audience to use their own thought processes to take ownership of the message.	
4. Present a doable solution.	
Focus on local solutions, rather than the cause or causes of the problem.	

Source: C-Change (2012), *Practitioner's Handbook, Module 3, p.22*

6.3.2 VALIDATION OF MESSAGES AND MATERIALS

A first version of the communication messages and materials must be tested. In some cases, a series of focus groups with members of the targeted audiences might be sufficient; in others, it might be necessary to implement the strategy with all its components for a shorter period of time and with a population similar to the target audience.

In the example of political participation, it might be possible to validate the strategy with a small pilot audience as well as with leaders of social organisations and experts on issues of political participation. Focus groups to test messages and materials could be considered. These scenarios are useful to compile feedback and make necessary modifications before generating a final version of the strategy's messages and materials.

Three kinds of testing happen during the process of creating SBCC materials and messages:

1. Concept testing happens before time is invested in fully drafting materials.
2. A review by partners and gatekeepers occurs after materials have been drafted.
3. Pre-tests and field tests with audience members happen after drafts of materials are in hand.

Pre-testing helps to confirm whether the intended audience understood or liked the materials. In pretesting, draft materials are shown to the target audience and open-ended questions are asked to learn if the story, message or concept is well understood and acceptable. This process is important to the success of SBCC because elements such as illustrations, text, photographs, dialogue, sounds, music, graphics and moving images can be misinterpreted. If audience members cannot understand the materials or do not like them, the message is lost. It is easier to revise materials before they are produced, than finding out that the materials are inappropriate after time and resources have been invested in their development.

Source: C-Change, Practitioner's Handbook, Module 3, p. 26

Find an example of Testing and Designing Messages and Materials in **CASE STUDY 2** – Soul City (South Africa), and **CASE STUDY 10** – Twaweza (Kenya, Tanzania and Uganda) in the **ANNEXES** section of the **CONCEPTUAL MODULE**.

STEP 4

IMPLEMENTATION AND MONITORING

6.4.1 DEVELOP A DETAILED WORK PLAN

This step will build on the timeline and budget (**Worksheet 16**) developed in Step 2.

To successfully complete this step, it is important to make prior contact with the institutions and organisations that will act as partners, and to establish a functional relationship with members of the target audience. It is also advisable to obtain consent from participants. The timeline should be followed as closely as possible, adapting it to any unforeseen events that may affect it or availability of financial resources. Research, planning and communication approaches need to be integrated into your work plan.

This is where you outline the plan for implementing your strategy and achieving your communication objectives. For this task, focus on major milestone activities.

1. What are the activities that need to be implemented?
2. What are the intermediate steps necessary for each activity?
3. What is the sequence of activities?
4. Using the potential partners identified in Step 2, assign responsibility for each activity.
5. Who will be responsible for the implementation of each activity?

Use **Worksheet 17** on page 52 to create your detailed work plan.

6.4.2 WHAT AND HOW SHOULD ONE MONITOR?

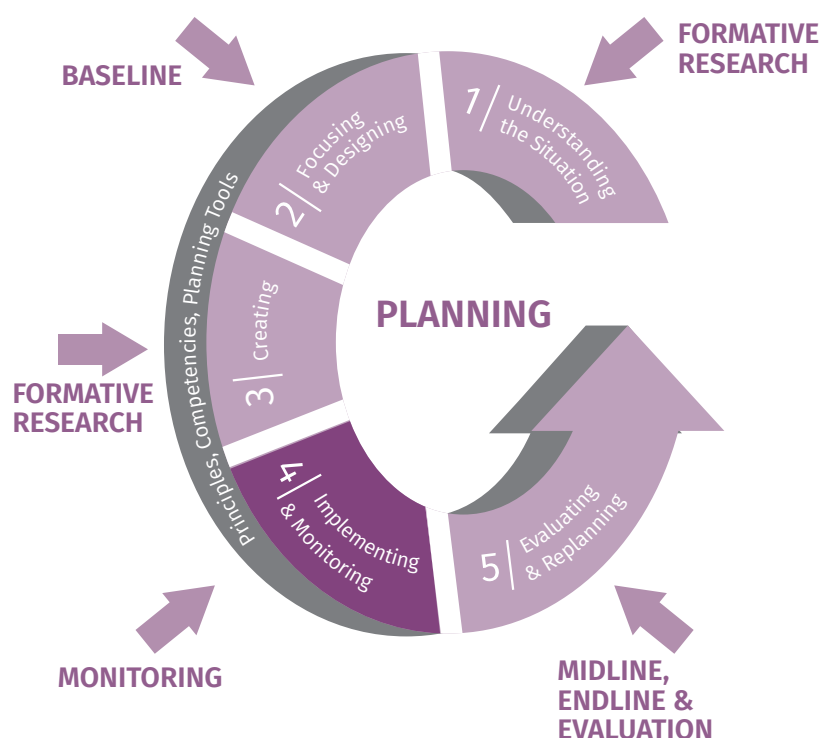
Many projects do not monitor their progress and evaluate whether, or to what extent, they have achieved the expected results. In the case of monitoring, this implies corrections have not been made during the implementation phase; therefore, optimal results may not be achieved, even when resources are available. In order to know which aspects should be monitored, a system to track the implementation of planned actions and the realisation of expected results at different stages of the process should be developed. It is also necessary to define a concrete methodology to collect information on progress via surveys, interviews and reports (often called process evaluation). Whichever way, even in scenarios of limited resources, it is essential to monitor the activities achievements, as well as the way in which audience(s) and social stakeholders react to, or interact with, the different components of the strategy.

In the public participation example, a monitoring option could question: Have the planned activities been completed and if not, why? How many community members attended the workshops? What was the level of comprehension of the messages? To what extent have attitudes toward recommended practices improved? Have behavioural changes been reported? What were the reasons for not taking up certain practices? To what extent has the quality of the interaction with government representatives and the audience's perception of them changed? Depending on the characteristics of the public and the context, field and observation visits can be conducted, community members can fill out feedback forms after each activity, report their perceptions on social platforms such as Facebook or Twitter, participate in focus groups or in-depth interviews. Based on this data, adjustments can be made to the components of the strategy, including messages, introducing new forms of interaction and communication, or reinforcing those that work.

Monitoring tracks and measures a communication strategy's activities and the progress being made towards achieving the communication objectives. For this phase, it is advisable to start with some key questions that may serve as guidelines. Monitoring questions ask whether the activities in the workplan were implemented – did the strategy do what it said it would do – and whether implementation was of high quality.

- What should be monitored and how?
- Have the planned activities been completed, and if not, why?
- How many community members attended the workshops?

Where monitoring fits into SBCC



Monitoring is relevant for all 5 steps of the SBCC planning process and should be conducted throughout the development and implementation of the communication strategy. During the SBCC process, monitoring helps to track and measure progress being made towards achieving the communication objectives. Information and data can be used to make mid-course adjustments, if necessary, to improve the quality of activities.

Source: C-Change (2012), *Practitioner's Handbook*, Module 4, p. 31

Use **Worksheet 18** on page 53 to plan to monitor the process and quality of materials and activities; and **Worksheet 19** on page 54 to summarise the monitoring questions that will be used.

For more information on monitoring, see **CHAPTER 5** of the **CONCEPTUAL MODULE**.

Find an example where a Monitoring Plan has been used in **CASE STUDY 13** – Search for Common Ground (South Sudan) in the **ANNEXES** section of the **CONCEPTUAL MODULE**.

Guiding questions

- Has your organisation monitored any of the communication strategies and actions developed in the past?
- What were the main characteristics of that monitoring? What did you learn in that process? What would be the main characteristics of the monitoring process necessary to follow up the communication strategy you are currently designing?
- What type of information should it include? Which design would you use? Which research methods and techniques would you use?

STEP 5

EVALUATION AND REPLANNING

6.5.1 EVALUATION

Evaluation spans the life of any communication strategy. It begins with formative research and the situation analysis, progresses to monitoring, and moves to a new phase with evaluation. Findings help guide strategy design, determine whether implementation is occurring as planned, and suggest mid-course improvements. Evaluation also provides evidence that the strategy's communication objectives were achieved. It helps to guide the design of future interventions and strategies, and demonstrates accountability to partners and funders. Evaluation is used to investigate the strategy's effectiveness in bringing about desired change in the target audience(s).

For this phase, it is advisable to start with some key questions that may serve as guidelines. Evaluation questions are related to whether communication objectives were achieved and reasons for not achieving them.

Evaluation questions could be:

- What should be evaluated and how?
- What was the level of comprehension of the messages?
- To what extent have attitudes toward recommended practices improved?
- Have behavioural changes been reported?
- What were the reasons for not taking up certain practices?
- To what extent has the quality of the interaction with government representatives and the audience's perception of them changed?

Depending on the characteristics of the public and the context, field and observation visits can be conducted, community members can fill out feedback forms after each activity, report their perceptions on social platforms such as Facebook or Twitter, participate in focus groups or in-depth interviews. Based on this data, adjustments can be made to components of the strategy; including messages, introducing new forms of interaction and communication, or reinforcing those components that work.

A strategy that is not evaluated might miss the chance of being replicated and funded for a second phase. The evaluation should determine whether, or the extent to which, the objectives initially set were met and whether the expected changes were achieved. The evaluation method should be established from the beginning of the strategy in such a way that a baseline can serve to compare the status of the issues to be addressed, before and after the intervention. The strategy should be evaluated at intermediate points during the implementation, immediately after finalising it as well as three and six months later, in order to determine the sustainability of the changes obtained in the process. Sometimes samples are taken and compared after one or two years of implementation to observe the achieved changes and whether they can be attributed to a particular element of the strategy.

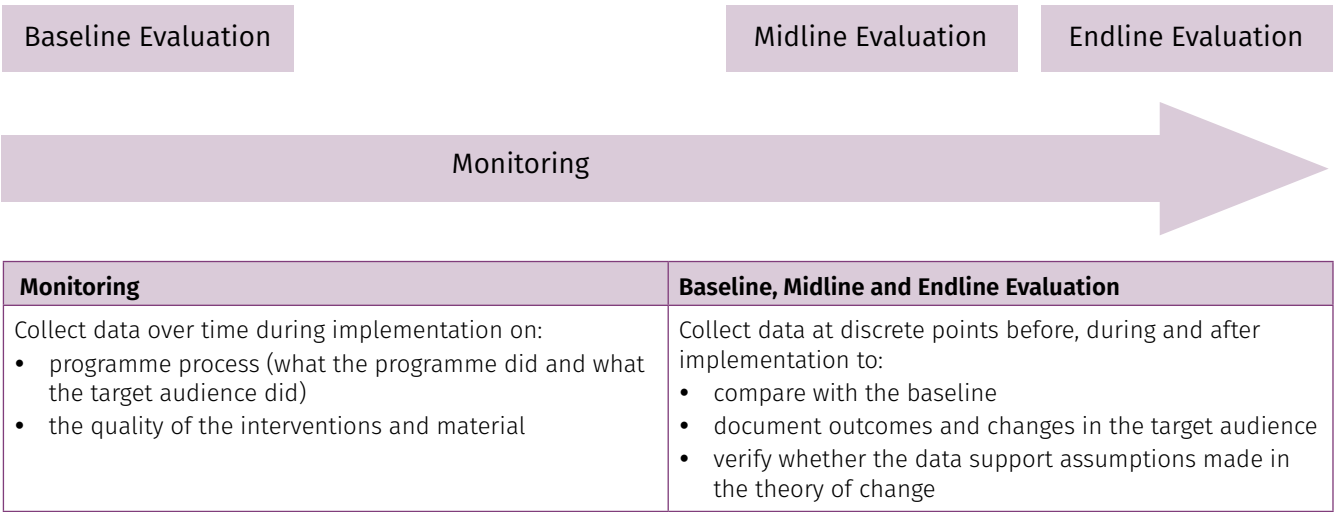
In the public participation example, a baseline that shows how many members of the targeted audience are currently participating, what their beliefs are, what issues they are interested in, what their current relationship with government officials looks like, and how often they use participation mechanisms, may help to provide initial background knowledge on the situation. This goal could be achieved with a survey. After the intervention is completed, the same set of questions should be asked to assess progress. In mass media-driven strategies, such as entertainment-education or social marketing, one could conduct

evaluations using a field experiment to compare the reactions of groups exposed to the strategy’s messages and materials in comparison with others exposed to non-related messages. This will depend, to a large extent, on the availability of financial resources. If the resources are significantly constrained, community dialogues, focus groups and other techniques centred on community involvement may be considered. Regardless of the specific methodology, evaluation should not be overlooked in any strategy.

Use **Worksheet 20** on page 55 to formulate questions and indicators for the evaluation. See **Annex 4** on page 63 for an example of Monitoring and Evaluation Indicators and Targets and **Annex 5** on page 64 for quantitative and qualitative indicators, methods and monitoring and evaluations tools.

A simplified monitoring and evaluation framework

- Inputs and outputs are monitored simultaneously to describe the programme fully.
- When resources allow, large-scale monitoring and evaluation efforts go beyond outcomes and evaluate impact.



Source: C-Change (2012), *Practitioner’s Handbook, Module 5, p.5*

6.5.2 REPLANNING

When monitoring and evaluation activities have been conducted and data has been analysed and interpreted, it is time to see if the results can be used to improve the communication strategy and the overall project.

Monitoring and evaluation data can be shared in any number of ways to benefit the current project, future projects, and the lives of the target audience. The monitoring data can inform practitioners about how well they implemented the programme and provide reasons why it may have gone off course. These findings can be used to:

- modify approaches to serving the target audience(s)
- increase access to activities and services
- improve intervention delivery and reallocation of resources

Understanding the adequacy of staffing patterns and resource allocation can provide useful information for current and future communication strategy planning. The evaluation data conveys an idea of whether the intervention was effective and how well it addressed barriers to social and behaviour change:

- If there have been no changes in any identified barriers, the wrong ones may have been chosen. The barriers identified in Step 2 may need to be revisited.
- If no targets have been achieved, Step 1 may need to be revisited. The wrong strategy may have been used, or the wrong barriers may have been identified. More research may need to be conducted.
- If there are static results (where change was achieved quickly but not maintained), a new communication strategy may need to be considered.
- If the entire target audience is being reached but only one group within it is changing, there may be a need to review how well the communication material appeals to other audience segments or groups.

Remember, replanning is about asking questions to determine what the data means. Once an issue is identified, one of the first steps is to ask why it is an issue. This can be investigated through small group discussions or questionnaires with stakeholders and implementers. Once practitioners figure out why things are happening, they can start to replan.

Source: C-Change (2012), Practitioner's Handbook, Module 5, p. 41

Complete **Worksheet 21** on page 56: Simplified data analysis plan.

6.5.3 SYNTHESIS OF COMMUNICATION STRATEGY

Worksheet 22 on page 57 will help you to summarise key aspects of the communication strategy that you have designed. It will allow you to continue working through the design and implementation phase of the strategy and share your final product with peers and members of your own organisation.

WORKSHEETS


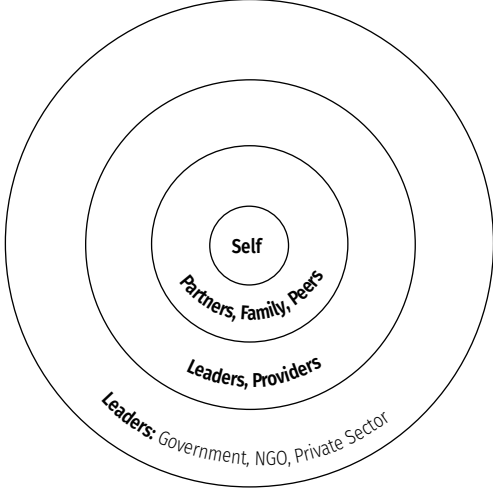
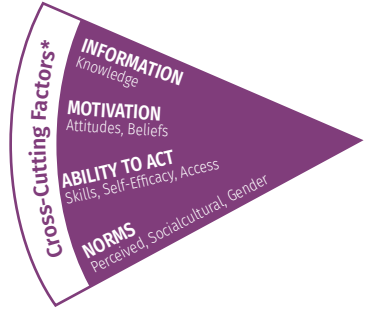
WORKSHEET 1: SWOT ANALYSIS

Strengths	Weaknesses
Opportunities	Threats

WORKSHEET 2: COHERENCE BETWEEN THE ORGANISATION'S CURRENT OPERATIONAL PLAN AND THE COMMUNICATION STRATEGY

Questions	A Organisation (Current operational plan)	B Communication strategy (Communication strategy being designed)
f. What are the current conceptual models (development, change, culture) used by your organisation? g. What conceptual model (development, change, culture) would best guide the communication strategy you are designing?		
a. What are the current communicational concepts and actions your organisation employs? b. What changes need to be made to the communicational concepts and actions of your organisation to align with a future communication strategy?		
a. What does the organisational and staff structure of your organisation currently look like? b. What changes need to be made to the structure to accommodate the future communication strategy? (e.g. Which staff or department will implement the communication strategy? Are additional staff required?)		
a. How could the coherence between the organisation's current operations (plans, procedures and activities) and the communication strategy best be fostered? b. How does the organisation expect the communication strategy to operate within the existing organisational structure?		

WORKSHEET 3: UNPACKING THE SOCIO-ECOLOGICAL MODEL FOR CHANGE

<div><p>Context analysis</p></div>	
<div><p>People analysis</p></div>	
<div><p>Cross-cutting factors</p></div>	

Source: C-Change (2012), *Practitioner’s Handbook*, Module 1, p. 17 (as cited from McKee, Neill, Erma Manoncourt, Chin Saik Yoon, and Rachel Carnegie, eds. 2000. *Involving people, evolving behavior*. New York: UNICEF; Penang: Southbound.)

WORKSHEET 4: DRAFT RESEARCH PLAN

Directions: Use this worksheet to think through what the research will look like, and then start to draft the research plan.

Steps for a research plan	What are the estimated dates?	What are the costs of each step?	Who, or which team member, would do this work?
1. Consider forming a community needs assessment committee. (This should be made up of stakeholders, gatekeepers and potential beneficiaries.)			
2. Decide what specific information you will need to collect — what questions need answering — to better understand the situation you are addressing.			
3. Decide from whom you want to collect data directly. Who do you need to talk to, and where are they located?			
4. Decide on the research method that best fits the situation and available resources. Draft tools for data collection.			
5. Decide on the timetable for data collection so that the information gathered is current (or gathered in a timely manner) and relevant to the programme design.			
6. Collect the data using the selected tool(s).			
7. Analyse and share findings with those who can use these data to focus and design the next step of your planning process.			
A. Community needs assessment committee: Who might be invited to form this committee?			
B. Sample questions to be answered through research:			
C. Who might be suitable informants? Where can they be interviewed?			
D. Proposed research methods and available resources:			
E. A draft timetable to ensure that the information gathered is current (or gathered in a timely manner) and relevant to the programme design			
Activity to carry out	Deadline for completion	Who is responsible	

WORKSHEET 5: EXISTING RESEARCH INVENTORY

Directions: Fill in the left column of this worksheet with information about existing research and data on the issue/problem. Highlights of the findings of existing research and data will go into the right column.

Sources of existing research	Research highlights
Census data:	Census data:
Large surveys:	Large surveys:
Research by government or other large organisations:	Research by government or other large organisations:
Research by local or small-scale organisations or programmes (often unpublished):	Research by local or small-scale organisations or programmes (often unpublished):

Source: C-Change (2012), Practitioner’s Handbook, Module 1, p.20

See example – Annex 1

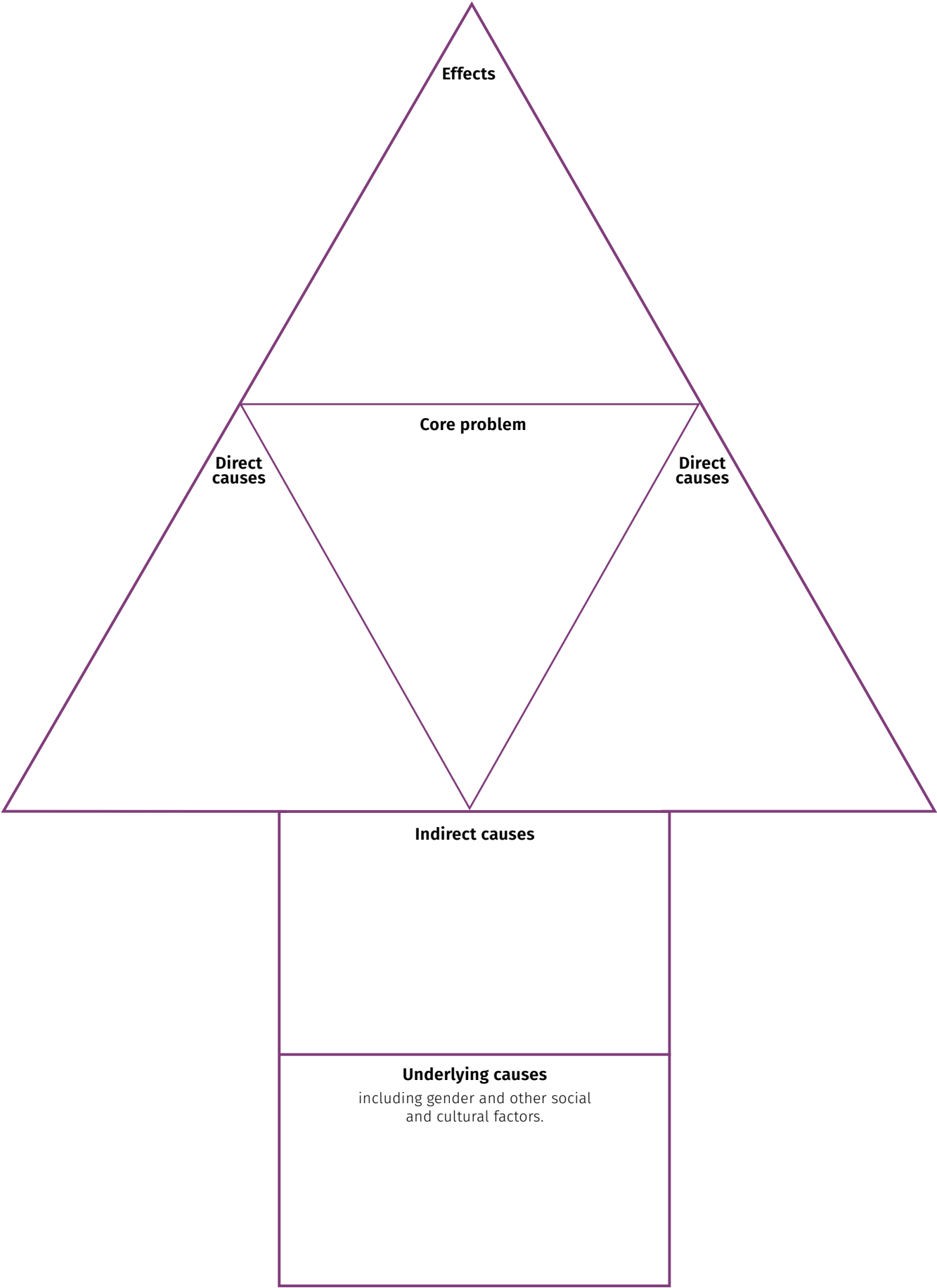
Directions:

1. Enter the main formative research needs that emerged from the problem tree, the people analysis and the context analysis — in other words, what is not known?
2. Write down questions that need to be answered through research about the audiences identified in the people analysis.
3. Write down the inventory of research conducted to address questions on the situation.
4. Review unanswered questions, then outline the formative research that needs to be designed and implemented to fully understand the issue/problem.

1. Formative research needs	
2. Questions for _____ (audience)	2. Questions for _____ (audience)
3. Existing research from the inventory	4. Formative research to be designed, as needed
	<p>Qualitative research</p> <p>Quantitative research</p>

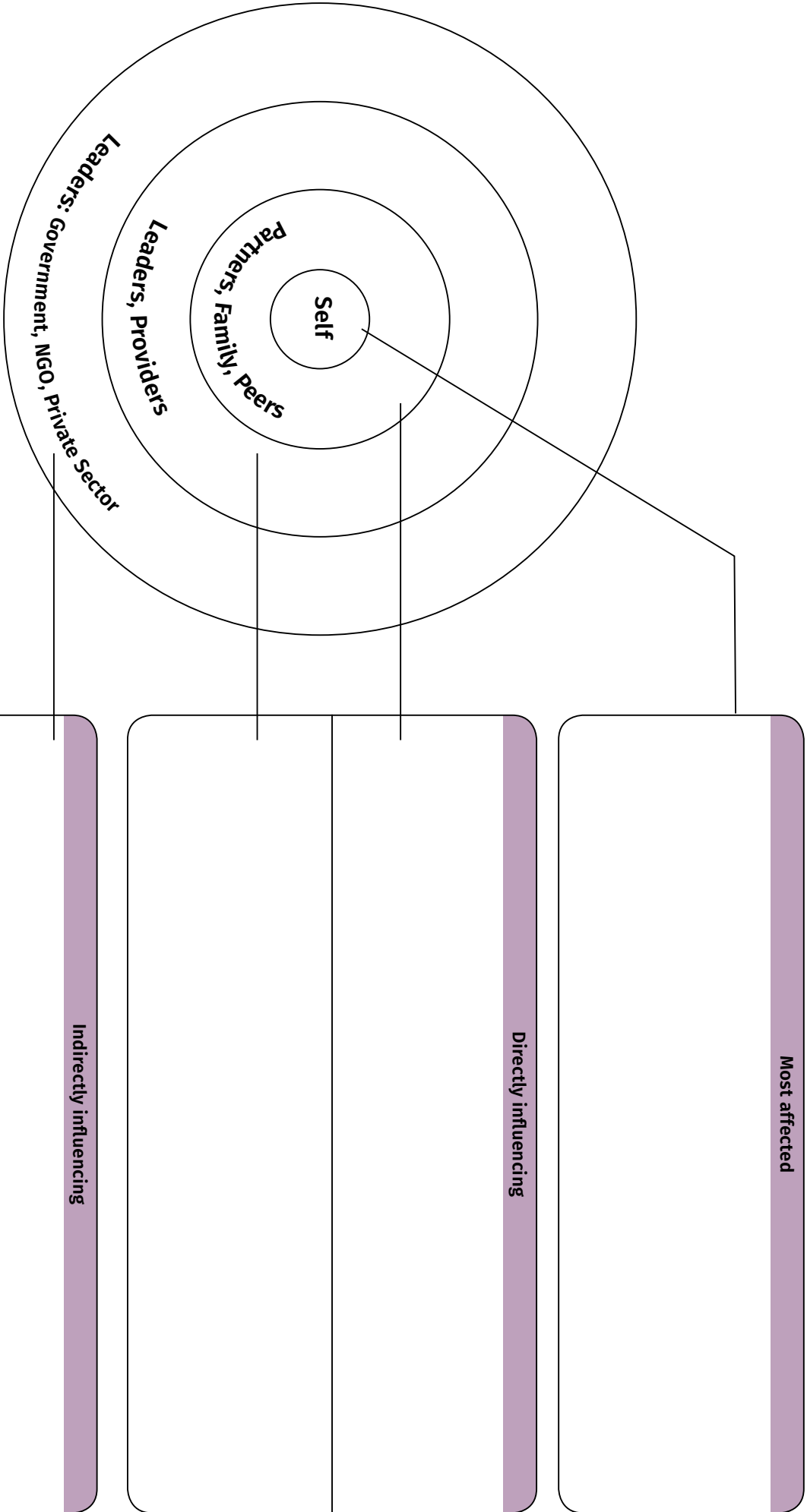
Source: C-Change (2012), *Practitioner's Handbook*, Module 1, p.21

WORKSHEET 7: PROBLEM TREE



Source: C-Change (2012), Practitioner's Handbook, Module 1

WORKSHEET 8: SUMMARY ANALYSIS OF AUDIENCE SEGMENTS



Source: C-Change (2012), *Practitioner's Handbook*, Module 1, p. 12

WORKSHEET 9: CHARACTERISTICS OF EACH AUDIENCE SEGMENT IN RELATION TO THE ISSUES ADDRESSED

What is known about the audiences' context	Most affected people	Actors and conditions <u>directly</u> influencing the affected people	Actors and conditions <u>indirectly</u> influencing the affected people
Audience (from people analysis)			
Community: Organisation, services and products			
Enabling environment: Policy/legislation, politics /conflict, economics, religion, technology, natural environment			
Information (knowledge)			
Motivation (attitudes, beliefs)			
Ability to act (skills, self-efficacy, access)			
Norms (perceived, socio-cultural, gender)			
Others			

Source: C-Change (2012), Module 1, p. 16

WORKSHEET 10: SUMMARY OF THE SITUATIONAL ANALYSIS

Directions: After considering all that came from the analysis so far, write a concise problem statement, noting whether it might require further research. Add a statement about the changes that need to come about for the problem to be solved.

Summary of the context, people and communication analysis	
1. What is happening? <i>(from the problem tree of the context analysis)</i>	
2. Where and to whom? <i>(from the people analysis)</i>	
3. With what effect? <i>(from the problem tree of the context analysis)</i>	
4. Who and what is influencing the situation and with what effect? <i>(from people analysis and the problem tree of the context analysis)</i>	
5. And as a result of what causes? <i>(from the problem tree of the context analysis)</i>	
6. How do populations communicate most frequently? What media do they use? In what places do they meet to talk? With whom do they talk about the subject being dealt with? <i>(from communication analysis)</i>	
Final problem statement	
Changes that the problem calls for	

Source: Adapted from C-Change (2012). Module 1, p. 32

WORKSHEET 11: SUMMARY OF COMMUNICATION OBJECTIVES

Audience segment	Desired changes Motivation, ability to act, social norms, policies, services, community structures or other changes	Barriers to change Contextual or behavioural reason(s) why the audience is not doing the desired behaviour	Communication objectives Addressing key barriers (for communication to have impact, the objectives need to address key barriers and not just reflect a desired behaviour)

Source: Adapted from C-Change (2012), Practitioner’s Handbook, Module 2, p. 26

WORKSHEET 12: SUMMARY OF COMMUNICATION STRATEGIES

Use the following table to summarise the combination of strategies that will be used and the justification for using them according to the target audience segments.

Audience segment	Strategies	Justifications
Most affected population		
Direct influencers		
Indirect influencers		

WORKSHEET 13: ACTIVITY, CHANNEL AND MATERIAL MIX

The following table can be used to summarise the activities, channels, tools and contents being communicated according to the target audience segments:

Channel types	Examples of activities and supporting materials	Your activities and supporting materials
Interpersonal Peer education; client-provider communication; counselling; telephone hot-lines	<ul style="list-style-type: none"> • Series of site visits to meet leaders and politicians • Coalition-building meetings • Peer education 	
Community-based Community dialogues; rallies; stop- and go-drama; risk mapping; community radio	<ul style="list-style-type: none"> • Rallies in front of the parliament • Community dialogues • Radio or road shows 	
Mass and social media Radio and TV spots; chat rooms; celebrity testimonies; serial dramas; game shows; newspaper articles; posters; brochures; websites; Facebook; blogs; YouTube videos; SMS; podcasts	<ul style="list-style-type: none"> • Email and letter campaign to the relevant ministries • Newspaper call to form civil society network partnerships • Radio soap opera with call-in programme and brochures • Facebook page allowing for questions and answers 	

Source: C-Change (2012), *Practitioner's Handbook, Module 2*, p. 40

WORKSHEET 14: DECIDING ON THE RIGHT CHANNEL AND MATERIAL MIX

Channel types	Potential benefits	Cost and effort estimates
Interpersonal		
Community-based		
Mass and social media		

WORKSHEET 15: SUMMARY OF ACTIVITIES, CHANNELS, MATERIALS, TOOLS AND CONTENTS OF COMMUNICATION CHANNELS

Directions: Once potential communication channels have been selected, the next step is to prioritise resources in the development of a manageable set of materials and activities.

1. Summarise your key activities or interventions by audience segment.
2. Refer to your worksheets on channel mix and materials and make a final selection of channels and materials to support your key activities, based on audience preferences and your budget. Remember, channels and materials should not be considered separately from the overall strategy design.
3. Name the key content for each audience segment through each channel.

Public audience segment	Key activity chosen (by public audience)	Final channel (interpersonal, community-based, mass or social media)	Materials, tools to be used to support activities	Key content expected to be communicated through each channel

Source: C-Change (2012), Practitioner’s Handbook, Module 2, p. 46

WORKSHEET 16: TIMELINE AND BUDGET

Directions: Start to think about how communication objectives will be achieved (the activities) and the barriers to change they will address. Also think about possible supporting materials (with what), and how the activity and material fit into the communication strategy. Please note this draft work plan will become a more detailed workplan in Step 4.

List of activities	Implementers (including partners)	Resources	Timeline
Communication objective #1			
Activity:			
Activity:			
Communication objective #2			
Activity:			
Activity:			
Activity:			
Communication objective #3			
Activity:			
Activity:			

Source: C-Change (2012), Practitioner’s Handbook, Module 2, p. 49

WORKSHEET 17: DETAILED WORK PLAN

Directions: Revisit decisions made in Steps 2 and 3 and fill in the left column with the communication objectives and supporting activities and materials planned for. Make decisions on the implementers (e.g. partners, internal staff, consultants) and review your budget and timeline to fill in the other columns.

SBCC Intervention	Implementers: lead staff, consultants, volunteers, partners	Resources and budget	1st Quarter	2nd Quarter	3rd Quarter	4th Quarter
Communication objective #1						
Activity or material:						
Activity or material:						
Communication objective #2						
Activity or material:						
Activity or material:						
Activity or material:						
Communication objective #3						
Activity or material:						
Activity or material:						

Source: C-Change (2012), Module 2

WORKSHEET 18: PLAN TO MONITOR THE PROCESS AND QUALITY OF MATERIALS AND ACTIVITIES

Material name:

Distribution points	Target (number to be distributed)	Monitoring indicators	Monitoring methods and tools	Implementer (who is responsible for ensuring the monitoring is done and data is used)
1.				
2.				
3.				
4.				

Activity name:

Implementation points	Target (number to be implemented)	Monitoring indicators	Monitoring methods and tools	Implementer (who is responsible for ensuring the monitoring is done and data is used)
1.				
2.				
3.				
4.				

Source: C-Change (2012), Practitioner’s Handbook, Module 4, p.29

WORKSHEET 19: MONITORING QUESTIONS AND INDICATORS

Monitoring questions	Monitoring indicators
	Process:
	Output:
	Process:
	Output:
	Process:
	Output:

Communication objectives and evaluation questions	Outcome indicators
Communication objective: Evaluation question:	Outcome:
Communication objective: Evaluation question:	Outcome:
Communication objective: Evaluation question:	Outcome:
Communication objective: Evaluation question:	Outcome:
Communication objective: Evaluation question:	Outcome:

WORKSHEET 21 : SIMPLIFIED DATA ANALYSIS PLAN

	Monitoring and evaluation questions	Indicators and targets	Data methods and tools	Data analysis techniques
Monitoring				
Evaluation				

WORKSHEET 22: SYNTHESIS OF COMMUNICATION STRATEGY

A. Summary of the situational analysis

Summary of the context, people and communication analysis	
1. What is happening? <i>(from the problem tree of the context analysis)</i>	
2. Where and to whom? <i>(from people analysis)</i>	
3. With what effect? <i>(from the problem tree of the context analysis)</i>	
4. Who and what is influencing the situation and with what effect? <i>(from people analysis and the problem tree of the context analysis)</i>	
5. And as a result of what causes? <i>(from problem tree of the context analysis)</i>	
6. How do populations communicate most frequently? What media do they use? In what places do they meet to talk? With whom do they talk about the subject being dealt with? <i>(from communication analysis)</i>	
Final problem statement	
Changes the problem calls for	

B. Communication strategy

Final audience segmentation	
Desired changes	
Barriers	
Communication objectives	
Strategic approach	
Positioning	
Key content	
Channels, activities and materials	

ANNEX 1: EXAMPLE: FORMATIVE RESEARCH GAPS AND HOW TO FILL THEM

In the example below on a family planning programme in Albania, only two audiences — university students and pharmacists — were selected to illustrate formative research needs. For SBCC projects, all audiences need to be considered in the people analysis to obtain a complete picture of the situation.

1. Formative research needs <ul style="list-style-type: none"> Information, motivation, ability to act, and norms for university students around the use of modern contraception in Albania Availability of, and access to, modern contraceptives in Albania Quality of interpersonal communication at the point of service (where contraceptives are obtained) 	
2. Questions for university students: <ul style="list-style-type: none"> How many men and women are aware of different modern methods of contraception? What are their beliefs about the effectiveness of modern and traditional methods? What prevents them from using modern methods? How many students discuss contraception with their sexual partners? How many students discuss contraception with a pharmacist or physician? 	2. Questions for local pharmacists: <ul style="list-style-type: none"> What are pharmacists telling women about modern contraception? How accurate is this information? What misconceptions do pharmacists have about modern contraception? What misinformation are pharmacists giving their clients? What biases exist among pharmacists when it comes to contraception and family planning?
3. Existing research from the inventory <ul style="list-style-type: none"> Institute of Public Health (IPH), Albania Ministry of Health, Institute of Statistics (INSTAT), and Centers for Disease Control (CDC). 2005. Reproductive health survey, Albania 2002. Tirana: IPH, INSTAT, and CDC. INSTAT, IPH, and MEASURE DHS. 2009. Albania demographic and health survey 2008–09. Tirana: INSTAT, IPH, and MEASURE DHS. PRÖ Shendetit. Two pager: Knowledge and use of modern methods of contraception: 2002 and 2005. Tirana: PRÖ Shendetit. 	4. Formative research to be designed, as needed <p>Qualitative research</p> <ul style="list-style-type: none"> Ten free-flowing focus groups with female university students led by a trained facilitator; use of the pile-sort method to rank contraception methods on various criteria <p>Quantitative and qualitative research</p> <ul style="list-style-type: none"> Surveys with university students at two intervention and two comparison sites; trained interviewers use handheld PDAs (personal digital assistants) to collect data from a sample of students Face-to-face, quantitative surveys with pharmacists within 200 metres of the university sites; qualitative research with 'mystery clients' — trained participants playing the role of women with little or no knowledge about contraception who ask pharmacists open questions about modern contraceptives; use of standardised checklist to address pharmacists' attitudes and style — whether they provide vital and accurate information and referrals to an appropriate physician

Source: C-Change (2012), *Practitioner's Handbook, Module 1*, p. 19

ANNEX 2: THEORETICAL BASIS OF SOCIO-ECOLOGICAL MODEL FOR CHANGE

These key questions should be considered to help assess the situation and think about possible courses of action to promote change.

Theory/model/approach	Focus	Critical questions
THEORIES OF CHANGE⁸ Key Concepts <ul style="list-style-type: none"> • Outcome map • Assumptions • Pathway of change/action • Logic model • Inputs/outputs • Intermediate outcomes/impacts • Emergent change • Transformative change • Projectable change 	<p>A theory of change is a 'concrete statement of plausible, testable pathways of change that can both guide actions and explain their impact' (Kubisch et al. 2002).</p> <p>A theory of change is often made visible with a logic model — a visual representation that charts (or maps) a path from the problem to be addressed to the inputs (available resources), then outputs (activities and participation), to finally arrive at outcomes (short, medium and long-term results) that, ideally, will lead to impact (long-lasting change). A theory of change brings underlying assumptions to the surface so that the reasoning behind an intervention can be assessed and adjusted, if necessary. Note that a sound theory of change needs to be based on a theory of how change actually happens.</p> <p>From this perspective, practitioners should identify the most likely change and drivers of change in a given system. Programmers need to assess possible tipping points of change, their likely impact in the overall system, and the feasibility that they can be affected by a programme.</p> <p>It is also important to identify emergent change (change already occurring, whether planned or unplanned); transformative change (critical points that caused major transformations in a given community); and projectable change (the kind of change that can be planned and implemented).</p>	<ul style="list-style-type: none"> • What are suitable pathways of action to promote change? • What changes relating to specific issues are already occurring in the community? • What likely changes may have positive and negative ripple effects? • What secular trends/emergent changes encourage or discourage proposed changes? • What changes have already occurred in a given community that offer insights into local processes of change?
THE POSITIVE DEVIANCE APPROACH⁹ Key Concepts <ul style="list-style-type: none"> • Asset-based approach • Community ownership of change process • Community-based and community-driven design and practice • Local expertise and solutions • Community capacity • Community as agent, resource, setting, target¹⁰ 	<p>The Positive Deviance Approach seeks to understand why a minority in a given community practices healthy behaviours then integrates those insights into effective planning. For example, in a community where most children are malnourished, positive deviance would try to analyse why some children are well nourished — those who deviate from the norm in a positive way. Reasons could be access to economic resources, social capital, religious beliefs, past experiences, and so on. A basic premise of this asset-based approach is that change is community-based and community-driven — that is, communities have local expertise, solutions and resources (e.g., alternative norms, agents) to promote change.</p>	<ul style="list-style-type: none"> • Are there people who do not conform to the negative norm? Why do they act in that way? Are there common elements among them? • Is it possible to spread their unique and/or deviant norms across the community? Are there barriers? How can these be addressed? What will it entail to mainstream deviant positive behaviours? • What resources do communities have to promote desirable changes? How can these resources be mobilised toward positive change? • Who (individuals/groups) may be more inclined or disinclined to promote change? What are the reasons? • Will informing about examples of positive deviance persuade people who practice undesirable behaviours?

8 Kubisch, Anne, and Patricia Auspos. (2004). Building knowledge about community change: Moving beyond evaluations. Washington, DC: Aspen Institute.

9 Zeitlin, Marian F., Hossein Ghassemi, Mohamed Mansour, Robert A. Levine, Maria Dil-lanneva, Manuel Carballo, Suganya Sockalingam. (1990). Positive deviance in child nutrition: with emphasis on psychosocial and behavioral aspects and implications for development. Tokyo: United Nations University Publications. Pascale, Richard Tanner, and Jerry Sternin. (2005). Your company's secret change agents. Harvard Business Review 83(5): 72–81.

10 McLeroy, Kenneth, Barbara L. Norton, Michelle C. Kegler, James N. Burdine, and Ciro V. Sumaya. (2003). Community-based interventions. American Journal of Public Health 93(4): 529–33.

<p>THEORIES OF DIALOGUE¹¹</p> <p>Key Concepts</p> <ul style="list-style-type: none"> • Consciousness-raising • Connection 	<p>Dialogue can be more than conversation — it can be conceived of as a respectful orientation toward others and as a way of raising consciousness about social realities (including inequality in power and economic relations). A dialogic approach of raising awareness through interpersonal contact is the opposite of one-way education, whereby an expert transmits information to an empty/ignorant receiver/audience (banking model). Dialogic communication aims to achieve empathy and a connection that invites reflection and potential action.</p>	<ul style="list-style-type: none"> • What might a dialogic communication strategy look like? • What should the role of the expert be in communication for social and behaviour change? • What activities and processes can facilitate consciousness-raising and connection?
<p>THEORY OF PLANNED BEHAVIOUR¹²</p> <p>Key Concepts</p> <ul style="list-style-type: none"> • Behavioural intention • Attitude • Subjective norm • Perceived behavioural control (equivalent to self-efficacy) 	<p>This theory hypothesises that behavioural intention is the most important determinant of behaviour. Behaviours are more likely to be influenced when individuals have a positive attitude about the behaviour; the behaviour is viewed positively by key people who influence the individual (subjective norm); and the individual has a sense that he or she can control the behaviour (perceived behavioural control).</p>	<ul style="list-style-type: none"> • Do individuals want to perform the behaviour? How likely are individuals to perform the behaviour? • Are key people opposed to the behaviour? • Do people feel they can control behaviours? • What might motivate people to have positive attitudes?

Source: C-Change (2012), *Practitioner's Handbook, Module 0*, pp.26-43

11 Freire, Paulo. (1993). *Pedagogy of the oppressed*. New York: Continuum Publishing. Walton, Doug. 1998. Dialogue theory for critical thinking. *Argumentation* 3: 169–84.

12 Ajzen, Icek. (1985). From intentions to actions: A theory of planned behavior. In *Action control: From cognition to behavior*, ed. J. Kuhl and J. Beckmann, 11-39. Berlin: Springer.

ANNEX 3: EXAMPLE: CREATIVE BRIEF FOR CLIENT MANAGEMENT MATERIALS

1. Overall aim of the communication: To support adherence and roll-out of anti-retroviral treatment (ART) in Ethiopia through improved client-provider communication and community support	
Selected audiences	Men and women who are directly affected: those aged 30-50 already on ART in urban and rural areas.
2. Communication objectives	
Desired changes	<ul style="list-style-type: none"> • Know how to manage ART — i.e. adherence; side-effect management; regular clinic visits; positive living, including positive prevention and disclosure to sexual partners, friends, and family. • Feel confident and come prepared to ask providers for needed services and information. • Practice positive living, adherence to ART, and seek treatment for opportunistic infections, understanding that this will improve their health.
Obstacles/barriers	<ul style="list-style-type: none"> • Lack of relevant and trusted information. • Stigma directed at people who are openly HIV-positive. • Poverty-related hurdles such as food insecurity. • Service providers who do not have enough time for intense counselling and are not used to assertive clients. • Lack of social support services.
Communication objective	By the end of the project, there will be an increase in the proportion of men and women aged 30-50 on ART who become self-managed clients and see the benefit of managing their life and their ART actively.
3. Message brief	
The key promise One single, subjective promise or benefit that the audience will experience upon hearing, seeing or reading the objectives.	If you become an engaged client (informed, proactive, assertive and self-managed), you will have more control over your life with ART and AIDS.
The support statement Includes the reasons the key promise outweighs the key barriers and the reasons why what is promised or promoted is beneficial. These often become the key messages.	Because engaged clients get better services.
Call to action	For more information, call the AIDS Hotline at 759-38475.
Lasting impression Formulates the lasting impression that the audience should have after hearing or seeing the message.	A self-sufficient and informed client lives with dignity.
Perception of someone involved in the change Describe how the audience perceives someone who is part of the change or uses the product or service being promoted.	An engaged client is someone who takes charge of his or her own life.

4. Key content and tone	
Key content	<p>Show up for your appointments (with your partner, if you have one)</p> <ul style="list-style-type: none"> • Be punctual and come prepared. • Schedule and keep follow-up visits. <p>Monitor your own health</p> <ul style="list-style-type: none"> • Keep a diary to document how you take your medication, side effects and (if you're female) your menstrual periods. • Monitor your weight and write down everything you eat for two days a month. <p>Ask questions if you don't understand something</p> <ul style="list-style-type: none"> • Ask the doctor what she or he finds when examining you and to explain all results from special tests. • Ask why you are being referred, how quickly you need to go, and how much it will cost. <p>Request quality care</p> <ul style="list-style-type: none"> • Request confidentiality. • Give him or her honesty and respect, and expect the same in return. • Be open and tell your doctor exactly what you feel. <p>Expect to discuss adherence</p> <ul style="list-style-type: none"> • Know what medicines you are taking, when and how to take them, and what not to take. • Bring your diary with.
Tone or appeal	Supportive, reassuring and realistic.
5. Creative considerations	
Media mix/activities	<ul style="list-style-type: none"> • Waiting room poster (for 300 clinics in and around Amhara region). • Content integrated into existing adherence diary (about 20,000 prints). • Addendum for hotline counselling curriculum and binder (once-off, counsellors' briefing needed). • Center of PLHIV client diary radio show on engaged clients (collaboration with existing diary radio show). • Slide video on client-provider interaction, applying all points (needs extra script and creative brief).
Openings and creative consideration, cost and timing	<ul style="list-style-type: none"> • Opening: Targeted print-support materials distributed in provider settings and throughout PLHIV network for clients already enrolled in ART. • Creative considerations: Materials and activities developed from Amharic; English translation needed for donors. Text needs to comply with low-literacy guidelines. Images used will be realistic drawings instead of photos. This is preferred by PLHIV network because previous HIV-positive photography models were exposed to increased stigma.

Source: C-Change (2012), *Practitioner's Handbook, Module 3*, pp. 10-12

ANNEX 4: MONITORING AND EVALUATION INDICATORS AND TARGETS

Monitoring and evaluation questions can be helpful in developing appropriate indicators, as shown in the examples below.

Note:

- It is best to set evaluation indicators during strategy planning (Step 2) to be used as guidance for baseline data collection.
- It is best to set monitoring and indicators as soon as the work plan is completed and before the implementation begins.

Workplan activity	Monitoring question	Monitoring (*process/output) indicator
Air radio spot in three communities	<ul style="list-style-type: none"> • Was the radio spot aired? • In how many communities was the spot aired? 	<ul style="list-style-type: none"> • Process indicator: Radio spot • Output indicator: Number of communities reached by the broadcast of the radio spot
Communication objective	Evaluation question	Evaluation (**outcome) indicator
Increase in the number of women attending university who are aware of the benefits of family.	Did women become more aware of the benefits of family planning?	<ul style="list-style-type: none"> • Percentage of women aware of the benefits at baseline. • Percentage of women aware of benefits at endline.

- * - A process indicator provides signals regarding the scope of the activities to be implemented.
 - An output indicator provides signals related to the results of implementing activities.

- ** - An output indicator provides signals related to the outcomes that the communication strategy hopes to achieve, which are embedded in the communication objectives.

Once indicators are developed, realistic targets need to be set. Indicator targets or benchmarks are set soon after the intervention begins. Doing this will not only provide clarity about achievements expected, but enables programmes to plan ahead for these achievements.

Sample activity and communication objective	Indicator	Target
Activity: Conduct three trainings	Process indicator: Number of trainings conducted	Three trainings
Communication objective	Outcome indicator	Evaluation (**outcome) indicator
By the end of the intervention, there will be an X per cent increase in the number of women attending university who are aware of the benefits of family planning.	<ul style="list-style-type: none"> • Percentage of target audience aware of the benefits at baseline; and • Percentage of target audience aware of the benefits at endline. 	X per cent at baseline; Y per cent at endline.

Source: C-Change (2012), *Practitioner's Handbook*, Module 5, pp. 13-14

ANNEX 5: EXAMPLE: QUANTITATIVE AND QUALITATIVE INDICATORS, METHODS, AND MONITORING AND EVALUATION TOOLS

MONITORING		
Sample output monitoring indicators	Possible quantitative methods and tools	Possible qualitative method and tools
Number of people trained as peer educators	<ul style="list-style-type: none"> • Method: Count the number of people who attend each training. • Tool: Training attendance sheet handed out each day. 	<p><i>Note: If the indicator measures numbers and percentages, qualitative methods cannot be used. Qualitative methods are used to examine the quality of the activities counted, as in the examples below.</i></p>
Number of people receiving literature	<ul style="list-style-type: none"> • Method: Count the number of pamphlets that outreach workers hand out each day • Tool: Outreach worker log 	
Estimated number of people reached by radio	<ul style="list-style-type: none"> • Method: Capture approximate reach of radio campaign from data provided by radio stations • Tool: Radio campaign documentation form 	
Sample output monitoring indicators	Possible quantitative methods and tools	Possible qualitative method and tools
Radio spots are clearly understood by target audiences	<ul style="list-style-type: none"> • Method: Survey the population and ask them what the radio spots mean • Tool: Communication campaign survey 	<ul style="list-style-type: none"> • Method: Focus group discussions and/or in-depth interviews • Tool: Protocols for focus group discussion and in-depth interview
Peer educators are able to provide accurate information six months after training	<ul style="list-style-type: none"> • Method: Administer a six-month post-training survey on knowledge and messages • Tool: Peer educator questionnaire 	<ul style="list-style-type: none"> • Method: Observation of peer educators; periodic interviews conducted with members of the target population • Tool: Supervisory notebook, observation form, and/or interview protocols
Key community leaders and gatekeepers are involved	<ul style="list-style-type: none"> • Method: Count the number of leaders and gatekeepers who attend meetings and programme activities • Tool: Meeting or activity log 	<ul style="list-style-type: none"> • Method: Key informant interviews with gatekeepers and community leaders • Tool: Gatekeeper and community leader interview protocols
EVALUATION		
Sample output monitoring indicators	Possible quantitative methods and tools	Possible qualitative method and tools
Number of young women aged 15-19 who have talked with a peer educator about transactional sex	<ul style="list-style-type: none"> • Method: Compare data to programme targets, based on reports from peer educators and women • Tool: Peer educator reporting form; questionnaire for young women 	<ul style="list-style-type: none"> • Method: Conduct in-depth interviews or focus group discussions with young women about their experiences with peer educators. • Tool: Focus group discussion protocols; in-depth interview protocols
Percentage of young women who correctly identify a radio slogan related to transactional sex	<ul style="list-style-type: none"> • Method: Conduct a follow-up, population-based survey and compare data to programme targets • Tool: Questionnaire for young women 	<ul style="list-style-type: none"> • Method: Conduct in-depth interviews or focus group discussions on what the women understand from the messages • Tool: Focus group discussion protocols; in-depth interview protocols
Percentage of young women who believe transactional sex is a safe way to earn a living	<ul style="list-style-type: none"> • Method: Conduct a population-based survey at baseline and follow-up, then compare; alternatively compare those exposed and not exposed to the intervention • Tool: Questionnaire for young women 	<ul style="list-style-type: none"> • Method: Conduct in-depth interviews or focus group discussions about what the women believe and how these beliefs may have changed over time • Tool: Focus group discussion protocols; in-depth interview protocols

Source: C-Change (2012), , Practitioner's Handbook, Module 5, pp. 28-29

