

# Communication for Social and Behaviour Change Learning Module Series

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## MODULE 6



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## MODULE 6



# MODULE 6

## Strategy design: Planning models, processes and levels of intervention

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This module is designed to provide students with an overview of the basic steps in the design of communication strategies for development. A communication strategy is the implementation of a programme to achieve communication goals in support of development goals. Communication strategies include basic, linked steps: situation analysis, goal definition, activities, materials, products and messages, monitoring and evaluation. Strategic thinking should guide decisions and ensure that the plan is implemented according to the diagnosis and decisions.

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## Key competencies

After this module, students should be able to demonstrate the following competencies:

- Knowledge of the basic steps of communication strategy planning
  - Critical understanding of key questions in strategic planning
  - Explain links among strategic steps
  - Design and implement a C4D plan
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### Sub-module 6A: C4D planning

**Unit 1** Planning models

**Unit 2** Basic components of strategies

**Unit 3** Research, monitoring and evaluation plan

**Unit 4** Strategy design

**Unit 5** Implementation plan

### Sub-module 6B: Levels of interventions

**Unit 1** The role of social norms and the application of the socio-ecological model

**Unit 2** Establishing objectives at multiple levels

**Unit 3** Key steps leading to change

## Sub-module 6C: Communication approaches

- Unit 1 Introduction to communication approaches
  - Unit 2 Advocacy
  - Unit 3 Social marketing
  - Unit 4 Media campaigns
  - Unit 5 Entertainment education
  - Unit 6 Peer education
  - Unit 7 Capacity and capability strengthening
  - Unit 8 Social mobilisation
  - Unit 9 Dialogue-based approaches
  - Unit 10 The communication action plan
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# MODULE 6A

## UNIT 1

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### Planning models

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#### General introduction

Planning models refer to basic approaches to the design and implementation of communication strategies. They provide a general framework to understand necessary steps and the connections among various activities. Planning models emphasise the notion of process as strategy design is dynamic and evolving according to baseline information, as well as the progress of specific programmes. Also, processes are evidence-driven as they need to justify decisions on the basis of different data. Models highlight the importance of evidence-based planning to gain knowledge into specific problems, define goals clearly, identify appropriate actions, understand publics/stakeholders,<sup>1</sup> and anticipate possible challenges that may undermine success.

This unit discusses several planning models that have been widely used by several agencies and organisations, such as the ACADA model (Assessment, Communication Analysis, Design, Action), the P-Process developed by the Johns Hopkins Bloomberg School of Public Health/Center for Communication Programmes (CCP) and its partners in the USAID-supported Population Communication Services (PCS), and Communication for Behavioural Impact (COMBI), espoused by WHO. Although they share some similarities, they emphasise different aspects. For example, the P-Process model highlights the importance of understanding planning as an iterative activity. COMBI focuses on the mobilisation of a range of social and personal influence to promote actions and changes. Each one brings together different traditions and experiences.

Certainly, these are not the only possible options, but they provide valuable insights to lay out the principles of strategic planning and issues that need to be carefully considered. Because these and other planning models have been applied to a wide range of development issues – from health to education, they provide tested ideas to consider.

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<sup>1</sup> Stakeholders are individuals, groups or organizations who have a stake in the issue being dealt with and who can significantly influence, or are important to a successful outcome. Stakeholders can also be classified according to their relative influence over and importance to strategy development and implementation. However, there are authors who prefer to use 'publics' because it has connotations about public issue rights/participation.

Another important aspect to consider is the debate between centralised, top-down and participatory planning processes. Here it is important to understand the meanings of participation as well as different ways in which participatory ideas are integrated in the planning process. Sensitivity to local expectations (from demands to past experiences) and institutional dynamics and considerations (from timeline to budget) is needed to understand opportunities and obstacles for different planning models. Consequently, the selection of planning models is contingent on several factors. Models cannot be discussed or selected in abstract, but rather within specific community and institutional contexts. What is needed is to take flexible positions and contextual thinking to determine the appropriateness of each model for different circumstances. Models that are suitable to tackle long-term problems may not work when dealing with sudden, urgent problems (for example epidemics). What may work in a given community given its past experiences and resources may not work in other. What gives ideas for working on a given issue may not be applicable to others.

## Questions for discussion

- What are planning models?
- Why are planning models necessary?
- What similarities and differences exist among planning models?
- What difference does it make if one or other models are used?
- What are the comparative advantages of centralised and participatory planning models?

## Reading list

**Schiavo, Renata. 2007.** Health Communication: From Theory to Practice. Jossey-Bass

**STOPTB. 2006.** Guidelines for social mobilisation. <http://www.stoptb.org/assets/documents/countries/acsm/TB-COMBI%20Guide%202.pdf>

**UNICEF. 2007.** Writing a communication strategy for development programmes [http://www.unicef.org/cbsc/files/Writing\\_a\\_Comm\\_Strategy\\_for\\_Dev\\_Progs.pdf](http://www.unicef.org/cbsc/files/Writing_a_Comm_Strategy_for_Dev_Progs.pdf)

**Parks, W. & Lloyd, L. (2004).** Planning social mobilisation and communication for dengue fever prevention and control: A step by step guide. World Health Organization. Retrieved October 10, 2007, from [http://www.who.int/tdr/publications/publications/pdf/planning\\_dengue.pdf](http://www.who.int/tdr/publications/publications/pdf/planning_dengue.pdf)

## Case study

ACADA model. A guideline for Program Managers and Communication Officers. Writing A Communication Strategy For Development Programmes. Unicef Bangladesh, 2008. [http://www.unicef.org/cbsc/files/Writing\\_a\\_Comm\\_Strategy\\_for\\_Dev\\_Progs.pdf](http://www.unicef.org/cbsc/files/Writing_a_Comm_Strategy_for_Dev_Progs.pdf)  
[http://www.unicef.org/cbsc/files/UNICEF\\_ACADA.pdf](http://www.unicef.org/cbsc/files/UNICEF_ACADA.pdf)

## Learning activities

The learning activities should be aimed at developing the following competencies:

- Explain planning models and apply them in hypothetical programmes in communication for development around a concrete challenge in India
- Critical analysis of planning models—strengths and limitations
- Demonstrate an understanding of C4D strategy design
- Explain the requirements for implementing, monitoring and managing C4D programmes

## Lectures, small group discussions and presentations

1. Review the uses of one planning model in a C4D programme in India. Discuss steps and connection among various stages.
2. Discuss the differences, merits and implications of various planning models.
3. Discuss the applicability of centralised and participatory models in different hypothetical scenarios considering the nature of the problem (emergencies such as natural disasters, epidemics, long-term problems), organisational contexts (expectations, budget, timeline, partnerships), and community conditions (past experiences with problem, participatory traditions).

## Unit assessment/evaluation methods

- In-class exercises
- Case study analysis
- Assignments: Oral and written presentations

# MODULE 6A

## UNIT 2

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### Basic components of strategies

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#### General introduction

Communication strategies need to be grounded in nuanced understandings of development problems and knowledge of past attempts in a given community/region/country to address the problem at stake. Rarely do communities deal with any given development issue for the first time. In all likelihood, they already deal specifically with it or with related social issues. Therefore, strategies need to begin by assessing the state of the problem and the impact and lessons from past experiences, including built-in capacity and a range of local resources (from human to institutional).

**Situation assessments** need to bring together insights from local stakeholders—those with technical expertise based on research (from desk review to new data collection) as well as others who may not have technical knowledge but have experiences and ideas about issues that affect their lives. Broad assessments are needed to provide a full picture of the situation and increase ownership/commitment to a given issue across a community. Assessments should not be narrowly based on ideas from 'experts' or 'ordinary' citizens. Instead, they need to draw from various forms of knowledge and expertise.

Various methodologies can be used to assess problems and opportunities. They need to be selected according to community and institutional/agency factors given that different methods provide different kind of information and require different time, funding and engagement. There is no cookie-cutter approach to situation assessments. We have various methodologies to gather and analyse information, with several strengths and limitations.

Assessments should illuminate obstacles and resources that exist for tackling a given problem. They exist at multiple levels—structural, social, community/neighbourhood and individual. These levels offer ways to think/analyse specific issues. For example, challenges to control diarrheal diseases are multifold: lack of personal knowledge about disease transmission, social norms that do not support systematic and proper hand-washing, lack of sanitation and access to safe water and so on. The results of this process are the basis for the selection of **communication goals**.

It is important to distinguish general goals that any given development programme may have (e.g. eradicating polio, reducing malaria incidence, increasing the number of girls enrolled in elementary school, promoting behaviours to mitigate the impact of natural disasters) from specific communication goals. Both are, certainly, linked but here it is fundamental to stipulate clearly what communication programmes are expected to achieve and, thus, contribute to broad programmatic goals. For example, communication programmes may have various goals to contribute to the programmatic goal of reducing cases of diarrhoea among under-five children. They may want to increase knowledge about diseases transmission among parents, promote community conversations about hygiene, advocate with local authorities for better sanitation, mobilise communities to build effective low-cost tippy-taps, and so on.

Typically, various goals could be identified given that problems have multiple causes and that they can be tackled from various approaches. Here it is important to identify goals that can be realistically achieved within the time, funding and human resources available. So-called 'SMART goals' offer good guidelines to go about selecting objectives: specific, measurable, attainable, realistic and timely.

Once communication objectives are identified, the next step is to identify suitable **strategies** to achieve those objectives. Strategic approaches need to be decided on strategic decisions about 'the most likely' impact in the ecology of a given problem. What will we do that is likely to have effective, long-lasting impact given contextual and organisational conditions? Communication approaches can address problems/obstacles at different levels: structure (laws, taxes, quality of services), society, community/ neighbourhood (norms) and individual (knowledge, attitudes). Approaches include: advocacy, social mobilisation, peer education, media campaigns, community dialogues and school programmes.

Objectives and approaches involve specific **stakeholders** – the people that the programme intends to reach and promote change. Publics include primary and secondary publics—those who are the centre of the activities as well as opinion leaders/influencers whose opinions and behaviours may be conducive to spreading new ideas, behaviours and values. These are commonly known as primary and secondary, key audiences but, given its problematic premises (audiences as 'those who listen'), it is important to highlight the need to think about publics as people who are actively engaged in different capacities in a given programme, not simply as recipients of programmes.

**Primary stakeholders** are individuals or group of people whom we want to address directly through specific communication interventions with the intention to engage in dialogue, influence change or modify her/his or their behaviour(s) in order to improve their health and well-being. The secondary stakeholder is the person or group of people who can influence the primary stakeholder to change her/his or their behaviour(s).

**Secondary stakeholders** are usually the supportive partners, friends/peers, relatives, and/or community leaders.

**Tertiary stakeholders** are those who have the power and resources to influence a particular level of the social and institutional environment. For example, programme managers, programme staff at different programmatic levels, elected representatives, policy makers, community leaders and religious leaders. When dealing with the media, we use 'audiences'.

The next step is to identify appropriate **activities** on the basis of nuanced considerations of the way in which selected publics/ stakeholders communicate, exchange information, and discuss concerns, particularly around the specific issues (from education to economic opportunities) at the centre of any given programme. Conventionally, this step has been called 'channel selection'. Such media-centred perspective, however, is limited because communication is more comprehensive than traditional mediated forms. Activities can take place in myriad communicative platforms. Any place where people communicate – from bus stations to markets, from local stores to radio – can be effectively used to get people talking, discuss issues, receive information, and so on.

The next step is commonly defined as '**message/dialogue design**' – the selection of key messages and themes for dialogue among a population. This includes the tone and appeal of messages designed to foster change. This conception has unmistakable diffusionist, centralised premises as it assumes that 'planners' determine what to say in order to persuade communities to know certain issues, change attitudes and other objectives. However, from a perspective that foregrounds participation, this step needs to be rethought in terms of how people communicate, persuade and motivate change. It is not simply about 'messages' but rather, understanding what drives people to consider options, gain knowledge, accept alternatives and change behaviours. To put it differently, it is about what themes need to be discussed in local dialogue and activities.

The next step of the planning process is to identify, test and produce materials/ documents that will be used in the activities. The unique characteristics of the publics/ stakeholders involved in a programme need to be considered – common ideas, literacy, orality, beliefs, images, etc. Materials may include toolkits, facilitation manuals for group interaction, training manuals for counselling, job aids for service providers, websites, an interactive web-based process, TV or radio scripts, comic book or drama scripts, posters, brochures and others.

## Questions for discussion

- What are the different steps of communication planning?
- What sources of information need to be considered to produce situation assessments?
- How are the findings from the situation assessment used to select objectives?
- What are examples of communication objectives?
- How can a given development/social justice issue be addressed at multiple levels?
- What approaches are suitable for addressing obstacles at different levels?
- What are the different publics/stakeholders for a given development/social justice issue?
- What activities are appropriate to reach specific publics?

## Reading list

**Schiavo, Renata. 2007.** Health Communication: From Theory to Practice. Jossey-Bass.

**CORE Group. 2012.** Social and Behavior Change for Family Planning: How to Develop Behavior Change Strategies for Integrating Family Planning into Maternal and Child Health Programmes. Washington D.C: CORE Group. [http://www.coregroup.org/storage/Social\\_Behavior\\_Change/FPCurriculum-online.pdf](http://www.coregroup.org/storage/Social_Behavior_Change/FPCurriculum-online.pdf)

**UNICEF. 2007.** Writing a communication strategy for development programmes [http://www.unicef.org/cbsc/files/Writing\\_a\\_Comm\\_Strategy\\_for\\_Dev\\_Progs.pdf](http://www.unicef.org/cbsc/files/Writing_a_Comm_Strategy_for_Dev_Progs.pdf)

**Parks, W. & Lloyd, L. (2004).** Planning social mobilisation and communication for dengue fever prevention and control: A step by step guide. World Health Organization. Retrieved October 10, 2007, from [http://www.who.int/tdr/publications/publications/pdf/planning\\_dengue.pdf](http://www.who.int/tdr/publications/publications/pdf/planning_dengue.pdf)

## Case studies

Behavior Change Communication Strategy in Uttar Pradesh  
[http://www.sifpsa.org/digitisation/bcc\\_strategy\\_uploading.pdf](http://www.sifpsa.org/digitisation/bcc_strategy_uploading.pdf)

Behavior Change Communication strategy for Child Health, Timor Leste  
[http://www.basic.org/documents/12-Timor-Leste-BCC-Strategy-for-Child-Health\\_Draft.pdf](http://www.basic.org/documents/12-Timor-Leste-BCC-Strategy-for-Child-Health_Draft.pdf)

## Learning activities

The learning activities should be aimed at developing the following competencies:

- Explain the steps of communication strategies
- Demonstrate understanding of basic steps by drafting an effective communication strategy
- Undertake critical analysis of basic components of communication strategies
- Understand basic issues to consider in public/audience and message selection
- Draft a communication strategy in the context of a specific issue

## Lectures, small group discussions and presentations

1. Group review of a communication strategy/case study. Examine goals, approaches and activities. Discuss strategic justification for various decisions.
2. Analyse materials produced by programmes on the basis of proposed objectives and selected publics/stakeholders.
3. Discuss primary, secondary and tertiary stakeholders around a specific issue – decision-makers and influencers/opinion leaders.

## Unit assessment/evaluation methods

- In-class exercises
- Case study analysis
- Assignments: Oral and written presentations

# MODULE 6A

## UNIT 3

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## Research, monitoring and evaluation plan

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### General introduction

Monitoring and evaluation are critical steps of the communication strategy. Every strategy should have a clear monitoring and evaluation plan that guides decisions during the implementation process.

Monitoring refers to the collection and analysis of data relevant to the implementation and evaluation of a programme. Monitoring provides feedback on issues that affect the implementation of the programme. Issues that may require attention and changes are: news/trends in the community, feedback from communities on activities/content, and problems for implementing different steps as originally planned. News/trends may include political events, competing priorities, rumours, opposition/criticism of the programme and media coverage. Community feedback gives a sense of whether activities are attended and effectively reach the intended publics/stakeholders, messages are understood, and other issues that affect how people perceive/participate in activities.

Monitoring is needed to track progress against original plans to assess quality of the activities, make changes and rectify original plans. Rarely do plans go as initially expected. Managing changes is critical for the success of the programme. Monitoring, then, provides valuable information to make decisions and adjustments. It is fundamental to have clear monitoring indicators to assess progress and refine tactics/activities/messages along the way. Partners need to communicate regularly to review progress and make necessary changes (such as increase number of planned talks, produce more materials, improve distribution system). Maximising input from various actors is key to increasing the diversity of information and enrich the debate and decision-making process.

It is also necessary to determine how monitoring information will be collected in a timely manner to provide quick feedback. Monitoring methods can range from informal conversations with community members to systematic collection of data about activities. Methods such as in-depth interviews, intercept surveys, news content analysis, post-event questionnaires, focus groups can be used to produce monitoring data. Depending on the overall timeline of the programme, these instruments can be used weekly, bi weekly or monthly to assess the situation. Also, they should feed into regular meetings among stakeholders to assess progress and make decisions.

The monitoring and evaluation (M&E) plan needs to have clear process indicators based on the key priorities of the programme. This could include the number of people reached, number of radio/television spots and number of community talks.

Evaluation is intended to measure the impact of the programme through the definition of outcome indicators. These indicators come out right off the programme goals that is, the expected changes that are addressed through communication activities. Unfortunately, rarely do programmes evaluate or pay significant attention to the evaluation stage/process. This is unfortunate given that programme participants do not know the impact of their activities and lack evidence to make future decisions. Impact data are particularly necessary for multi-stage programmes that envision a sequence of activities contingent on the success of previous ones. Also, evaluation data are useful for feedback to the community to discuss achievements and promote a sense of pride. Without this information, communities may not know the results of their efforts and left wondering whether their action had any meaningful impact. Finally, evaluation data are needed to showcase programmes to external publics—agencies, donors, experts, researchers, and the general public. This information needs to be summarised in reports that give a sense of outcomes and pending tasks and challenges.

Evaluation methods include several methods also used for monitoring—surveys, focus groups, pre/post questionnaires. It is critical to have a solid design of evaluation process in order to be able to assert confidently that changes may have occurred or assess outcomes and provide credible, evidence-based explanations about impact (or lack of). Different evaluation designs may be used to provide strong arguments and nuanced understandings.

## Questions for discussion

- Why are monitoring and evaluation important in strategy design?
- What issues may affect the progress of a programme and how?
- What kind of corrections may be necessary on the basis of specific information?
- What methods can be used to collect data for monitoring and evaluation?
- What are the strengths and limitations of various methods?
- How can M&E data be used to make adjustments?

## Reading list

**Schiavo, Renata. 2007.** Health Communication: From Theory to Practice. Jossey-Bass

**FHI 360 – C-Change. 2011.** Evaluating & Re-planning. A Learning Package for Social and Behavior Change (SBCC). [http://c-changeproject.org/sites/default/files/sbcc\\_module5.pdf](http://c-changeproject.org/sites/default/files/sbcc_module5.pdf)

**Figuroa M E., Bertrand JT., and Kincaid DL. 2001.** Evaluating the Impact of Communication Programs Summary of an Expert Meeting Organized by the MEASURE Evaluation Project and the Population Communication Services Project. Johns Hopkins University, Center for Communication Programs, Baltimore, Maryland, USA

**Babalola S and Kincaid D L. 2009.** 'New Methods for Estimating the Impact of Health Communication Programs', Communication Methods and Measures, 3:1, 61 — 83  
Units 1, 2, 3 and 4

**Department for International Development (DFID). 2005.** Monitoring and evaluating information for communication for development programmes <http://www.oecd.org/dev/communicationanddevelopment/46388330.pdf>

**Lennie, June and Jo Tacchi. 2012.** Evaluating Communication for Development: A Framework for Social Change. London: Routledge

## Case studies

UNICEF. Violence against children in Nepal.  
[http://www.unicef.org/nepal/Voilencc\\_Against\\_Children\\_series\\_3.pdf](http://www.unicef.org/nepal/Voilencc_Against_Children_series_3.pdf)

UNICEF 2012, Ideation Study on Handwashing and Breastfeeding [http://www.kcci.org.in/\\_layouts/ContentManagement/KnowledgeRepository.aspx?Theme=Communication](http://www.kcci.org.in/_layouts/ContentManagement/KnowledgeRepository.aspx?Theme=Communication)

## Learning activities

The learning activities should be aimed at developing the following competencies:

- Explain the purpose of monitoring and evaluation
- Demonstrate an understanding of the use of M&E data
- Undertake critical analysis of evaluation data
- Understand potential problems that may affect programme implementation
- Draft M&E plan

## Lectures, small group discussions and presentations

1. Critical review of monitoring and evaluation plan. Examine indicators and data-gathering methods.
2. Draft M&E plan for hypothetical communication programme and critically review others groups' work.
3. Consider suitable M&E indicators and data for case study of communication programme implemented with different resources and timeline.

## Unit assessment/evaluation methods

- In-class exercises
- Case study analysis
- Assignments: Oral and written presentations

# MODULE 6A

## UNIT 4

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### Strategy design

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#### General introduction

Once objectives are prioritised, the next step is to outline communication strategies. A strategy is a systematic series of actions that integrate available knowledge and combine various approaches and methodologies. These actions are selected on the basis of what is considered the overall approach – the grand vision of change – to achieve the communication objectives. It is premised on the expected sequence of change based on findings from the situation analysis, underlying theoretical premises, experiences and other decisions made along the process.

It should be apparent that the strategies cannot be pre-determined without knowledge and evidence-based decisions. Before a given programme, one can have insights and hunches about what may be necessary based on previous experiences and theoretical findings and arguments. Yet the actual strategies are the result of the process of data-gathering and analysis and increased knowledge about the situation. Just as objectives cannot be determined in abstract, the overall strategy can not be designed beforehand. All the elements discussed and steps include so far need to be summarised in the strategy. Certainly, objectives are the basis yet, they need to be selected, as mentioned previously, on the basis of various considerations.

The strategies need to be tailored to specific publics/stakeholders according to available knowledge about effective ways to communicate them, promote changes and reach other objectives. The same objective (for example 'increase positive attitudes about schooling among parents', 'persuade educational authorities to shift budget allocations' 'change social expectations about schooling') can be achieved by using various strategies. Communicating with parents could be done through school groups, neighbourhood associations, peer support networks, role models/champions, opinion leaders and so on.

Like in other steps of the design of C4D programme, community participation is critical in the selection of appropriate strategies. Local populations know best about suitable ways to reach publics/stakeholders and get them engaged. This does not mean that programme managers/staff should only make decisions based on local input, but this should not be ignored or underestimated to understand where people communicate, how do they communicate about given subjects and what are their concerns.

Experience tells us that it is better to use 'natural' spaces/forms of communication, that is, existing platforms where people already communicate about a range of topics. Instead of creating parallel forms of communication, it is critical to tap into the existing reservoir of communication traditions and practices in a given community.

It is important to note that at this stage, it is not necessary to focus on messages and materials. Here the focus is on the overall concept/approach taken to promote social change that is consistent with theoretical premises, situation analysis, and the selection of communication objectives. The communication strategies reveal the overall framework used by a given intervention/programme—the combination of actions decided on strategic calculations and expertise.

Strategies should also be based on theoretical premises. Asking a few questions grounded in theories of communication for social change may help select appropriate strategies. Will people change if they are presented with positive role models? What may motivate people to change norms? What do people value that may offer positive reasons for change? What could be perceived as benefits or disadvantages of proposed changes? Why do people refuse to change? What barriers to change can be easily changed? What community resources exist to foster change? How has participation successfully contributed to addressing social problems in the past? Who are the opinion leaders about specific subjects among key publics?

What are possible visions for communication strategies? Programmes could be informed by educational, advocacy, social mobilisation, bottom-up participation, peer education, social modelling, risk perception and/or norm changing models of social change, among others. Certainly, programme could use one or a combination of different approaches according to specific circumstances. Again, there is no magical formula or pre-determined approach that would inevitably work in all cases regardless of specific characteristics. This is why open-minded, flexible, and comprehensive thinking is needed to produce best-suited strategies.

## Questions for discussion

- What are communication strategies?
- What are some examples of communication strategies?
- What factors need to be considered to select communication strategies?

## Reading list

Mefalopoulos, Paolo and Chris Kamlongera. **Participatory Communication Strategy Design: A Handbook** <ftp://ftp.fao.org/docrep/fao/008/y5794e/y5794e00.pdf>

Schiavo, Renata. 2007. Health Communication: From Theory to Practice. Jossey-Bass, chapter 11

## Case study

UNICEF 2010. Communication Strategy for Prevention/Elimination of child Labor Engaged in Cotton Growing. [http://www.kcci.org.in/\\_layouts/ContentManagement/KnowledgeRepository.aspx?Theme=Communication](http://www.kcci.org.in/_layouts/ContentManagement/KnowledgeRepository.aspx?Theme=Communication)

## Learning activities

The learning activities should be aimed at developing the following competencies:

- Explain communication strategies
- Produce illustrative examples of communication strategies
- Prepare short document describing communication strategies based on actual data
- Undertake critical analysis of communication strategies

## Lectures, small group discussions and presentations

1. Discuss example of communication objectives and match them with relevant communication strategies.
2. Based on situation analysis and selected communication objectives, identify and rank possible communication strategies based on links to objectives, benefits, disadvantages, barriers to implementation, fit with community habits/patterns/experiences, resources and local capacity.
3. Produce comparative case studies of how the same objectives could be achieved through different communication strategies in two communities with significant differences in terms of publics, communication patterns and obstacles/opportunities.

## Unit assessment/evaluation methods

- In-class exercises
- Case study analysis
- Assignments: Oral and written presentations

# MODULE 6A

## UNIT 5

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### Implementation plan

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#### General introduction

Successful implementation of a communication for development programme requires attention to several key issues throughout the process. It typically requires a combination of multiple skills—management, administration, budget and planning.

One issue is the set-up of the partnership that participates in the programme. A **partnership plan** and agreement may be necessary to identify members, as well as their roles and responsibilities. There is no perfect formula to select potential partners, and typically, actual partnerships are formed through on-going relations and conversations. Partnerships should be formed on the basis of the actual needs identified in the early stages of the process. Partners should ideally bring different and complementing strengths to conduct various tasks depending on what tactics and activities are selected. This is why, often, the formation of the partnership is an iterative process rather than decided only at the beginning after careful consideration of various strategic aspects. Partners may play different roles; while some may be actively involved in specific activities others, provide endorsement or support. Partnerships increase the likelihood of scaling-up efforts and enhancing the scope of the programme. This is why the partnership plan needs to identify capacities in order to maximise contribution in a synergistic manner.

The definition of the partnership is critical for the production of a **management plan** (or **plan of action**) that identifies roles and responsibilities, timeline and internal communication mechanisms. This plan works as a point of reference that may need adjustments for all parties involved. This plan needs to consider potential barriers to implementation and other issues that may need attention in producing a calendar and sequence of activities. Barriers can range from potential conflicts to competing events, from limited funding to other programmes on the ground. The plan also needs to attend to administrative structures and process, programme name, staffing and key dates (such as official launch, reports, conclusion).

The implementation plan needs to include the **budget and timeline** for the programme. Funds and time are two key considerations required while making strategic decisions about tactics, sequence, activities, and other components. What needs to be done on the basis of nuanced understanding of the problem and experience may not be what can be done realistically on the basis of existing conditions, capacity and available partners. It is also important to determine budget monitoring in order to make adjustments according to unexpected events and expenses. Timeline should also be determined considering potential unexpected problems that may delay the sequences of activities.

### Questions for discussion

- What is the value of the implementation plan?
- What are the key components of programme implementation?
- What criteria should be used to select partners?
- What are the different roles and responsibilities of people involved in programme implementation?
- How should the timeline of activities be determined?
- What criteria need to be considered for making budgetary allocations?

## Reading list

Schiavo, Renata. 2007. Health Communication: From Theory to Practice, chapter 13. Jossey-Bass.

## Case study

Brown and Cladwell. GAWP Stormwater and Watershed Conference. TMDL Implementation Plan: A Case Study of the City of Sandy Springs. May 11, 2010 <http://www.efc.unc.edu/training/2010/GAWPStormwaterAndWatershed/SandySpringsTMDL.pdf>

## Learning activities

The learning activities should be aimed at developing the following competencies:

- Explain the components of implementation plan
- Produce partnership and management plan
- Produce budget and timeline
- Undertake critical analysis of implementation

## Lectures, small group discussions and presentations

1. Discuss issues/problems that need to be considered by management plan in the implementation of hypothetical communication programme.
2. Draft a management plan for actual communication programme.
3. Conduct interviews with programme managers to understand challenges, responses and produce a document that provides 'best practices' recommendations.

## Unit assessment/evaluation methods

- In-class exercises
- Case study analysis
- Assignments: Oral and written presentations

# MODULE 6B

## Levels of interventions

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This sub-module covers the identification and prioritisation of communication objectives and the selection of communication strategies. It offers students ideas to consider for selecting relevant objectives, determining sequence of objectives and path of 'most-likely change, and outlining strategies based on accumulated knowledge.

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## Key competencies

After this module, students should be able to demonstrate the following competencies:

- Knowledge of communication objectives
- Critical analysis of programme objectives
- Draft illustrative objectives
- Determine programmatic sequence of objectives
- Analyse obstacles and opportunities for accomplishing communication objectives
- Draft communication strategies

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**Unit 1** The role of social norms and the application of the socio-ecological model

**Unit 2** Establishing objectives at multiple levels

**Unit 3** Key steps leading to change

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# MODULE 6B

## UNIT 1

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### The role of social norms and the application of the socio-ecological model

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#### General introduction

According to the socio-ecological model (SEM), any given development/social issue needs to be analysed in a multi-dimensional context. Development challenges are affected by obstacles and opportunities at various levels: individual, community, social and systems/structural. As a reaction against a psychological model that assumes that obstacles and actions primarily lie at the level of the individual, the SEM stresses the importance of the social and political environment. SEM is not a theory in the sense that it does not provide explanations or predictions about what causes affect/explain specific problems or how they need to be addressed. Nor does SEM provide a series of action guidelines—what to do and how. Instead, it is an explanatory model that offers insights into levels that need to be considered to produce nuanced assessments of a given situation. This approach assumes that there is no single factor that determines behaviours, and that broad social change is needed to promote long-lasting transformations. These levels are not independent from each other, but rather, they are nestled in ways that they collectively affect a problem. So, any given problem – let’s say low enrolment of girls in primary schools or poor hand washing – is embedded in multiple factors that need to be carefully analysed.

Literature has given different names to the different levels which fall within four broad categories: individual, interpersonal/community, society structural/policy. The individual level refers to attitude, knowledge, beliefs, emotions, perceived risk and norms, personal skills, and self-efficacy. The interpersonal/community level includes relationships with family, friends, and peer—the social networks of influence and information sharing that regularly affect people’s beliefs, choices and knowledge. The social level refers to socio-economic conditions, social norms, social capital (institutions and values), large-scale forms of information dissemination, collective efficacy and social trends. The structural level refers to legislation and policies underpinning certain practices as well as social services (e.g. geographical access, cost, quality, etc.)

Despite the different names and number of levels, these graphics reveal important similarities, namely, a growing consensus in C4D about the need to address social, political and economic dimensions beyond individual factors.

By placing individuals within their social environment and assuming the existence of complex interrelationships among factors, the SEM overcomes problems of traditional psychological approaches and calls for sophisticated analysis. The wide acceptance and use of the SEM across human development programmes globally indicate an important shift in the conceptualisation of social problems and social change. It calls attention to understanding a string of interrelated causes and actions. Whereas, it opens up the analysis to social and political aspects, the SEM does not provide straight guidelines about strategic decisions and steps. It is an analytical tool, not a blueprint for action. It gives us a systemic view of a given problem. Research findings based on the SEM need to be considered to determine opportunities, likely changes and points of entry into the system.

The SEM offers a framework to produce a situation analysis that describe the particular development issue the programme is addressing such as childhood disease, malnutrition, child trafficking, maternal mortality, children orphaned by HIV/AIDS, or inadequate safe water and sanitation. The situation analysis should be based on data from research, programme documents and local knowledge. This information will be similar to that already included in the situation analysis of the programme. In addition to analysing immediate aspects of the problem, including the underlying social and cultural issues, the analysis should also describe what social structures and practices could contribute to desirable change.

The situation analysis should include only key information that is pertinent to the communication objectives, and should cover key aspects:

- Overview of the problem
- Pertinent instruments for addressing the problems at global/regional/local levels; country-specific description of the problem using available data, programme documents and local knowledge
- Extent to which people are affected by the problem (e.g. how many people are affected by HIV/AIDS, what the school dropout rate is, how many children remain without immunization)
- Underlying causes of the development problem to get an in-depth picture of the particular behaviours (i.e. what are people doing/not doing) that are contributing to the problem
- Suggest from the data WHY people behave as they do
- Research on current knowledge, attitudes, practices and beliefs among participant groups relevant to the development issue
- Look into the socio-cultural and economic factors maintaining the existing behaviours, both positive and negative behaviours

This answers the 'why' question. If the objective of a programme is to stop a harmful practice such as child marriage or employing child labour, it is important to discuss not only the harmful effects of the practice, but also who benefits and how (e.g. what are the 'perceived benefits' of specific practices and why do people do it). To be effective, the communication strategy will need to address both benefits and risks from harmful practices as well as the barriers to adopting positive practices.

Another framework that can be used for situation analysis is the Motivation-Opportunity-Ability (MOA) Model. According to this model, human behaviour is influenced by the integration of three elements (motivation, opportunity and ability). The three together drive intention which further affects behaviour. Social norms, beliefs and attitudes are examples of few motivational components. Ability includes habits and knowledge about tasks. Habits can directly influence human behaviour as well as can act as a moderator of intention. Finally, opportunity includes the availability of choices, time, reminders and resources to implement an initiative. Incorporating the MOA model while designing strategies is useful as it maps issues at all levels of the SEM. For example, SEM facilitates the understanding of issues at various levels (regional, global, etc.) and MOA assesses the available resources at each level to design an effective strategy.

The SEM and MOA offer valuable insights to understand and identify actions to use communication strategies to address social norms. Social norms have become a central concern for a range of development programmes given that they are both obstacles and facilitators of behaviour and social change. From immunization to gender-based violence, social norms underlie critical development priorities that need to be properly understood. It is impossible to think about the amelioration of the conditions, let alone their resolution, without confronting head-on the role of social norms.

Social norms are customary rules that govern behaviour in groups and societies. They define what is acceptable and what is not in a society or group. For a long time, they have been a concern of sociologists, economists, anthropologists and legal scholars interested in understanding how norms underpin behaviours and choices.

A key issue for C4D programmes is how social norms are monitored and enforced. Unlike laws or moral codes, norms are sanctioned in diverse ways—mainly, personal networks and communication that tell/remind people about accepted/non-accepted behaviours. Norms have different functions—provide a sense of order, ground social and cultural identities, promote a sense of belonging and so on. This does not mean that all norms necessarily have active functions, but rather, that it is worth interrogating what purpose they serve.

A critical issue for C4D is the distinction between the objectives and perceived norms. There is no close identification between them. What people do, may not be what people believe others are doing. This opens the dimension of why people follow norms as it directs our attention to whether people believe that certain behaviours are accepted and others practice them, as well. Now, why do people follow norms? Various arguments have been made to help explain this, for example, families immunize their children, prefer institutional birth, or certain foods.

These could be the result of socialisation (what people learned in the past), identity (what people want to do to fit with specific clusters of people), and what strategic choices to make in order to achieve expected benefits (prestige, acceptability, economic gain). In all cases, the main dynamics relate to how norms help people conform to their own expectations as well as other perceived/tangible norms.

Given that many C4D programmes deal with norm change, it is necessary to understand how old norms die out and 'new' norms emerge. What factors lead to the emergence of norms? What causes them to compete with opposite norms? What are the dynamics of change/spread that explain when and why a certain norm becomes dominant? How does communication help to reinforce positive new and old norms? Despite considerable research, we still do not have succinct explanations to explain or predict these processes. Still, case studies offer insights into specific dynamics around old/new norms that need to be considered to assess whether lessons are applicable to norm change around other issues.

SEM is helpful to understand norm change because it directs attention to how norms need to be analysed in terms of stability and change at multiple levels. Consider the cases of countries that have taken a multi-pronged, SEM approach to tobacco control. At the systems/structural level, the passing of new laws banning smoking in public spaces and tax increases has promoted new norms and weakened old ones. Anti-tobacco laws have proven to change smoking behaviour and support social changes. At the social level, people's negative reaction to second-hand smoking has contributed to weakening acceptability and 'positively' stigmatised smoking in public and enclosed spaces. At the individual level, increase in knowledge about the health and economic consequences of smoking and changing attitudes about smoking (particularly around children and pregnant women) has contributed to changing old norms. Communication has been used strategically to support goals at all levels: conducting advocacy with legislators to pass strict anti-smoking laws, promoting community/school discussions about laws and the consequences of smoking, changing perceptions about smoking norms, transforming the 'cool' factor of smoking, providing citizens with information about health consequences and so on.

Another important lesson for C4D is the need to understand the purpose of old norms to assess whether new norms can fulfil similar functions. If 'old' norms allow people to stay connected to others, gain acceptability and social identity and increase 'marriageability' of girls, these 'functions' need to be considered to identify alternative norms that can play similar functions. Thus, communication may raise the visibility of alternative norms that may meet similar expectations or encourage people to practice certain behaviours to follow 'alternative' norms. So, C4D programmes have to promote the stopping of gender-based violence by asking men to redefine a sense of masculinity (good men protect, do not beat up partners) or tapping into deep-seated positive norms and beliefs (religious identity, for example) to ask people to practice certain behaviours. What C4D does in these cases is to cue in (signal) certain behaviours grounded in positive norms, that is, norms that are widely accepted in a community.

From a SEM perspective, it is important to understand what factors at all levels make a certain norm 'stick' and which ones can be mobilised to strengthen 'new' norms. Also, it is necessary to understanding communication's unique contribution to norming processes by reminding, signalling, and teaching people about the existence and (un) desirability of norms. In other words, the role of communication in formal and informal ways that help societies in norm persistence and transformation.

Amidst continuous discussion about norms emergence and change, the SEM offers practical guidelines for C4D programming to analyse how and why norms persist and may be changed.

## Questions for discussion

- What are social norms?
- How does the SEM help to analyse social norms?
- What are the strengths and limitations of the model?
- What examples illustrate the main assumptions of the model?
- How does the model guide situation assessments?
- How can the MOA model be used to understand social norms?

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**Egmond, C., & Bruel, R. (2007).** Nothing is as practical as a good theory. Analysis of theories and a tool for developing interventions to influence energy-related behaviour.

**Glanz, Karen and Barbara K. Rimer. 2005.** *Theory at a Glance: Application to Health Promotion and Health Behaviour (Second Edition)*. Washington, DC: NIH. Retrieved from <https://cissecure.nci.nih.gov/ncipubs/detail.aspx?prodid=T052>

**Frank, Lauren, Joyee S. Chatterjee, Sonal T. Chaudhuri, Charlotte Lapsansky, Anurudra Bhanot, and Sheila T. Murphy. 2012.** Conversation and Compliance: Role of Interpersonal Discussion and Social Norms in Public Communication Campaigns, *Journal of Health Communication* 17 (9)

**Mackie Gerry. 1996.** Ending Foot-binding and Infibulation: A Conventional Account, *American Sociological Review* 61 (6): 999-1017

**Mackie Gerry and John LeJeune. 2009.** Social Dynamics of Abandonment of Harmful Practice: A New Look at the Theory, [http://www-prod.unicef-irc.org/publications/pdf/iwp\\_2009\\_06.pdf](http://www-prod.unicef-irc.org/publications/pdf/iwp_2009_06.pdf)

**Siemsen, E., Roth, A. V., & Balasubramanian, S. (2008).** How motivation, opportunity, and ability drive knowledge sharing: The constraining-factor model. *Journal of Operations Management*, 26(3), 426-445

**Gerry Mackie, Francesca Moneti, Holly Shakya, and Elaine Denny\*** What are Social Norms? How are They Measured? UNICEF/University of California, San Diego, Center on Global Justice 27 July 2015

## Supplementary reading

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**Bicchieri, Cristina. 2006.** *The Grammar of Society: The Nature and Dynamics of Social Norms*. New York: Cambridge University Press

## Case study

**UNICEF.** Coordinated strategy to abandon female genital cutting in one generation, [http://www.polisci.ucsd.edu/~gmackie/documents/unicef\\_coordinated\\_strategy\\_to\\_abandon.pdf](http://www.polisci.ucsd.edu/~gmackie/documents/unicef_coordinated_strategy_to_abandon.pdf)

## Learning activities

The learning activities should be aimed at developing the following competencies:

- Explain the concept of social norms in the context of C4D
- Explain the principles of the socio-ecological model
- Draft situation analysis plan based on SEM
- Undertake a critical analysis of available data using SEM levels
- Explain the concept of social norm through MOA model

## Lectures, small group discussions and presentations

1. Discuss the applicability of the socio-ecological model to the analysis of a given development challenge. Explore factors that affect the problems (namely, the range of social determinants) and ways that it can be addressed by taking a multi-level approach.
2. Present a case that uses the SEM to produce situation assessment and strategies.
3. Discuss ways to decide/recommend actions based on SEM situation analysis. What are the points of entry into a given problem that is affected by multiple causes?

## Unit assessment/evaluation methods

- In-class exercises
- Case study analysis
- Assignments: Oral and written presentations

# MODULE 6B

## UNIT 2

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### Establishing objectives at multiple levels

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#### General introduction

The SEM directs attention to multiple levels to understand challenges and opportunities for communication for development. Typically, results show a range of individual, community, social and structural issues that affect any given development problem. Another theory that contributes significantly to understand the level of change is Theory of Change (ToC). ToC describes and illustrates in what way and for what purpose change happens in a particular context (Connell & Kubisch, 1998). It lays down six stages for creating effective interventions:

- Identify the long-term goals or outcomes
- Keeping the long-term goal in mind, moving backwards to highlight the conditions necessary and sufficient to achieve it
- Identify the underlying assumptions about the context or the problem
- Lay out the expected interventions that the outcome will achieve to create the desired change
- Developing assessments and indicators to evaluate the intervention
- Explaining the rationale behind the intervention

A theory of change explains how activities are understood to produce a series of results that contribute to achieving the final intended impacts. It can be developed for any level of intervention—an event, a project, a programme, a policy, a strategy or an organisation.

In an impact evaluation, a theory of change is useful for identifying the data that need to be collected and how they should be analysed. It can also provide a framework for reporting. Essentially, a theory of change strengthens the intervention by making it plausible, doable and testable. ToC places primary emphasis on context as well as underlying situational factors that influence change. Additionally, The ToC establishes links between the context of the change/initiative/intervention, long-term outcome, and the antecedent activities leading up to the desired change. It is rare that a deep-seated, persistent problem has a single cause or could be simply addressed if one factor could be changed.

Problems for children completing basic education, nutritional deficiencies, and poor maternal health, just to mention some examples, are not the kind of issues that can be rapidly addressed through one action that tackles problems at a single level. Indeed, complex and nuanced situation analysis shows various challenges at multiple levels.

The first step, then, is to identify communication objectives for each level. Data from situation analysis does not automatically determine possible objectives. They offer knowledge of populations and problems and plenty of insights into people's demands, concerns, incentives and fears regarding a specific issue, as well as collective experiences and resources that could be mobilised to tackle a given challenge. This wealth of information as illustrated by ToC needs to be considered to determine appropriate objectives. Here, it is critical to remember that communication objectives refer to issues that can be modified through communicative actions. From a rights-based perspective, communication is understood broadly not purely in terms of information activities and dimensions. Traditionally, communication objectives refer to changes in knowledge, attitudes, beliefs and motivation. Such understanding, however, is incomplete, for communication changes other dimensions across various levels. In other words, what about the existing challenges that can be altered through communication? What problems at various levels that affect, for example, school enrolment, attendance, performance, and continuity and that can be modified through communication activities/programmes? What causes of those problems are amenable to communication?

Applied to the issue of children's education, we can distinguish several dimensions for each level. At the individual level, communication action can be used to change knowledge, attitudes, perceptions and self-efficacy. Issues that are pertinent include parents' value for education, ability to register children and keep them in school and knowledge about educational/school options. At the community level, communication may be used to affect perceptions, collective efficacy, attitudes and local norms. For example, whether communities value formal education, local norms promote education and discourage drop-outs and the ability of neighbourhoods to send children to schools. There are important community factors that affect education. At the social level, communication offers ideas to promote changes in social norms, socio-economic conditions and social capital. If parents do not send their children to school because they need them for domestic or field work or to earn additional money, or believe that formal education would demand expenses and have no economic/social benefits, then, it is necessary to assess whether communication can indeed promote changes at this level. Finally, at the structural/systems level, communication can be used to promote changes in legislation and policies, and the quality of social services (including access and cost). If school districts lack resources to transport children, or parents are motivated to send children if they are served meals at school, or if the conditions of schools are appalling, or if children need to traverse unsafe conditions to get to school, then, communication needs to understand what can be done to change these obstacles. Communication may convince decision-makers to assign funding to specific programmes, change priorities, and so on.

As these examples show, various communication objectives could be determined for each and all levels; modifying parents' perceptions about the value of education, promoting positive social norms about schooling, offering transportation vouchers and school meals, improving the physical conditions of schools.

In order to determine communication objectives, it is useful to keep in mind that they should meet various criteria. Programme staff has commonly used the SMART principles (and variations) to identify objectives. This acronym refers to the idea that objectives need to be:

**Specific:** Objectives need to specify the expected change—when and who. Goals cannot be vague, undetermined and undefined. They need to state what change would result, by whom, when, and where. Understand the causal chain – why change would happen – is also important to be clear about exactly what communication can achieve.

**Measurable:** Objectives should lend themselves to measure change before and after a given intervention – percentage and/or number of people that are expected to change. It should be possible to measure whether specific actions effectively contributed to change by assessing the scope of the transformations that can be attributed to communication actions. If goals are not measurable, then, it would be impossible to establish the contribution or attribution of the communication interventions.

**Attainable:** Objectives should be realistic in terms of present conditions, resources, timeline and other factors. Ambitious, impossible objectives cannot serve as proper guide for action for they set up the bar too high for any programme to be successful. The key question to ask is if the goal can be reached given what we know about the problem, opportunities, obstacles and resources.

**Relevant:** Objectives need to be relevant to the issue at stake. Any objective would not do it, if they are disconnected from the main challenge. They need to matter, be important. Programmes can achieve all kinds of objectives that are not really central or meaningful to the whole attempt to promote change. Consequently, it is important to assess that the communication goal does matter and would have significant, positive consequences. Indeed that is worthwhile, considering the time, resources, people and other factors that are put to work.

**Time-bound:** Objectives need to define clearly the timeframe for expected changes. It is important to have realistic time expectations about changes. If the timeline is too short, it may be hard to assess significant changes and if the timeline is too long, changes may happen after a given initiative/programme takes place. Here it is important to be sensitive to the fact that different expected changes take different slots of time and that most programmes and actions are time-bound.

### **Illustrative sample of SMART communication objectives:**

- Increase knowledge about the norms and standards on toilets in schools among 75 per cent of provincial policy-makers within three months
- Increase positive attitudes about the value of education among 25 per cent of parents in six months
- Persuade school district managers to fund meal programmes in 100 per cent of schools in one year
- It is important to remember that in identifying communication objectives, it is not necessary to identify yet what communication activities will be implemented to achieve those goals. This is a subsequent step and the focus is mostly on what factors affecting a given problem can be changed through communication.

### **Questions for discussion**

- What is the purpose of communication objectives?
- How are findings from situation analysis used to determine objectives?
- What are SMART objectives?
- What are examples of SMART objectives at different levels?
- How can the ToC be used to establish objectives at multiple levels?

## Reading list

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## Case studies

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## Learning activities

The learning activities should be aimed at developing the following competencies:

- Explain communication objectives
- Produce samples of communication objectives
- Analyse and determine the quality/relevance of illustrative communication objectives
- Identify factors that need to be considered to select communication objectives
- Perform critical analytical of communication objectives
- Understand the Theory of Change

## Lectures, small group discussions and presentations

1. Critically review case study of communication objectives.
2. Produce a 'reverse engineering' analysis of a given C4D programme to identify selected communication objectives.
3. On the basis of a real/hypothetical situation analysis report, select communication objectives that meet SMART criteria.
4. Take any one initiative implemented by the government. Analyse the initiative based on the SMART criteria and the ToC model.
5. Following the steps laid out by ToC, draft an initiative addressing any one issue of your choice.

## Unit assessment/evaluation methods

- In-class exercises
- Case study analysis
- Assignments: Oral and written presentations

# MODULE 6B

## UNIT 3

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### Key steps leading to change

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#### General introduction

The identification of various objectives at multiple levels leads to another set of decisions and questions: How should programme prioritise objectives? What levels should be addressed? How should various objectives be coordinated? The production of 'SMART objectives' offers different possibilities that need to be carefully weighed on the basis of several considerations. They indicate all kinds of possible actions to enter into the ecology/system of a given problem, with its many causes, obstacles and opportunities. If it is done correctly, the identification of objectives produces a long list. Programmes cannot do anything that one could identify as necessary to tackle a given problem and therefore, need to analyse conditions to make strategic decisions.

Consequently, at the time next step is taken, it would be necessary to limit the number of objectives, and to prioritise the number based on several considerations.

One consideration is the selection of the entry point/s into a problem. Any human development problem – low school retention or poor nutrition – can be tackled from multiple perspectives and approaches. What is necessary is to identify a point of entry into these and others problems that offers opportunities for communication programmes. This can be a factor that, if successfully changed, can have positive ripple effects among other issues that affect the problem, or that it is of critical importance to foster long-lasting changes. Put it differently, anything that can be done does not have the same significance as part of an ecology/system surrounding a given problem. Perhaps training teachers or reconditioning schools may be more important than changing parents' attitudes about schooling for it may change the latter, too. Such decision needs to be based on nuanced knowledge and experience, as well as a broad vision of the issue at stake. This is perhaps one of the most critical decisions, which should be based on what people know that may have an impact. This decision should not be simply guided by what people have done in the past, what is easy, or other factors that do not truly consider the specific situation—opportunities and challenges, the context of a programme/agency.

Another consideration is that time and available funding. All programmes inevitably have a limited amount of time and money. Therefore, it is important to make strategic choices of objectives based on what can be done within the assigned/available time and funding. Even realistic communication objectives may not be plausible given available resources. Therefore, the objectives identified in the previous step need to be adjusted based on what could be done, given the existing constraints.

The mandate/missions of a given programme also need to be weighed to determine priority objectives. The programme may have identified all kinds of possible communication objectives, but specific goals may fall outside its purview, institutional mandate, earmarked funds and other considerations. If programmes are tasked to conduct 'educational' activities, it is possible that there may be hard time persuading managers and funders to advocate for transportation vouchers with school authorities and decision-makers. If programmes are mandated to train teachers, it might be hard to decide if working with parents may be more important to address specific problems. Certainly, programmes may want to stretch their boundaries and integrate/address issues that may typically fall outside their purview. Opportunities may vary according to specific situations. If a programme is expected to deal with an urgent problem (natural disasters or raging epidemics) its margin may be limited to select various objectives. Existing expertise also may determine the preferred courses of actions as it signals certain directions that directly tap into the experiences of the staff.

Another important consideration is to assess what a given community has already done around the problem in question and what opportunities exist. Perhaps certain courses of action have been already tried, successfully or not. Or communities may be inclined to try again to accomplish certain objectives or decided that it is not worthwhile. Or there are new opportunities to try certain ideas. Put it differently, the selection of objectives cannot be done in an abstract way, but need to consider specific conditions/experiences/memory/resources in a given community. A good situation analysis should provide programmes with a sense of these issues in order to make decisions in consultation with communities. Perhaps the opportunities to work with policy makers, as important as they are, are not right at a given moment due to conflict, uncertainty, elections and so on. Or working with teachers may be difficult or promising in light of recent developments – new teachers, recent training, salary conflicts, and so on. Understanding these conditions is fundamental to determine the viability of different communication objectives in ways that are only sensitive to local realities, but also tap into opportunities.

Careful consideration of these factors contributes not only to selecting communication objective/s, but also, in case more than one objective is chosen, to determine the relation among them and the sequence of the intervention. There should be a clear connection among communication objectives whether they are set at the same or different levels. This allows for coordination and planning to maximise resources/capacity and potential synergy among objectives and levels. In conclusion, the prioritisation of objectives leads to selecting a focal theme for the programme—where it will be focussed and why, within the social environment of a given issue/problem.

## Questions for discussion

- What factors need to be considered to prioritise communication objectives?
- What should be done if it is found out that an important objective falls outside of its institutional mission?
- What should be done if no funds have been earmarked for achieving that objective?
- Are there any rules of thumb to select communication objectives?

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**Wright, V. (2004).** How Do Land Managers Adopt Scientific Knowledge and Technology? Contributions of the Diffusion of Innovations Theory. Rocky Mountain Research Station, United States Department of Agriculture, Forest Service.

## Case study

A Guide for Global Compact Local Networks. Creating an Effective Communications Strategy. United Nations Global Compact. <http://www.unescap.org/tid/i4d/T3-Guidebook.pdf>

## Learning activities

The learning activities should be aimed at developing the following competencies:

- Explain the criteria to prioritise communication objectives
- Produce a draft of communication objectives based on consideration of institutional and local factors (e.g. local wisdom, experience, politics, social capital)
- Determine the sequence of communication objectives
- Identify factors that need to be considered to prioritise communication objectives
- Understand the importance of collective discussion and prioritisation of communication objectives

## Lectures, small group discussions and presentations

1. Prioritise communication objectives based on the consideration of hypothetical factors that affect the selection process.
2. Discuss local factors (community resources, past experiences, opportunities, obstacles) that may affect the prioritisation of objectives as they apply to a specific programme.
3. Based on data from situation analysis, identify points of entry into a given development issue.

## Unit assessment/evaluation methods

- In-class exercises
- Case study analysis
- Assignments: Oral and written presentations

# MODULE 6C

## Communication approaches

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This sub- module is designed to provide students with an overview of communication approaches used in communication for development. In this module, students will learn the basic principles underlying each approach, strengths, limitations, design and implementation.

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## Key competencies

After this module, students should be able to demonstrate the following competencies:

- Knowledge of principles and implementation of communication approaches
- Critical analysis of the strengths and limitations of approaches
- Design and implement approaches
- Identify the appropriateness of interventions according to specific goals and challenges

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**Unit 1** Introduction to communication approaches

**Unit 2** Advocacy

**Unit 3** Social marketing

**Unit 4** Media campaigns

**Unit 5** Entertainment education

**Unit 6** Peer education

**Unit 7** Capacity strengthening

**Unit 8** Social mobilisation

**Unit 9** Dialogue-based approaches

**Unit 10** The communication action plan

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# MODULE 6C

## UNIT 1

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### Introduction to key communication approaches

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#### General introduction

Communication approaches refer to specific actions designed and implemented to achieve objectives.

The selection of communication approaches needs to be based on the situation analysis and other information gathered during the strategy design phase. Too often, programmes are wedded to certain approach or believe that a certain approach has all the answers to address communication and other challenges. Strategic design demands understanding why and when certain approaches are suitable to achieve specific goals: getting people's attention, promoting local dialogue, reminding people about certain ideas and beliefs; signalling behaviour and social change and others. What is needed is an open attitude that analyses appropriate approaches based on various contextual considerations including popular ways for local communities to exchange ideas (especially about the issue at stake), reach and trust, ease of access, ability to cut through 'noise' and other messages/ideas, and so on. The selection of specific approaches needs to be based on evidence collected previously based on assessment data and desk reviews. It can not be done on the basis of personal preferences, previous expertise or available resources. These are certainly factors that need to be considered yet, they cannot be the sole drivers of the selection process.

Some communication approaches are specific to certain levels identified in the SEM analysis. Advocacy is useful to promote structural/systems/legal changes that may have positive ripple effects in other levels. Other approaches, such as social mobilisation entail the participation of diverse actors to promote changes at multiple levels. Approaches such as peer education and entertainment education are best suited to work with specific populations and address obstacles at the community/individual levels. The flexibility of communication approaches, then, needs to be considered to identify suitable courses of actions depending on the communication goals already defined and prioritised.

The choice of approaches is also based on evidence showing promising, effective actions to achieve goals to increase knowledge among a population segment, remind people about certain opportunities, change attitudes or support certain programmes through participation and other contributions. Thus, what is expected leads the selection of approaches. Some approaches, such as dialogue-based approaches are better at getting people to talk and considering their personal beliefs and attitudes; other approaches are better at reaching large numbers of people with specific messages and actions such as media campaigns. Thus, not all approaches are equally likely to deliver the expected results or be fitting to tackle certain challenges.

Finally, approaches offer different ways of conceptualising actions. Social marketing, for example, offers ideas to think about obstacles and benefits of certain actions and products in ways that indicate activities at multiple levels to affect access and acceptability of specific issues. Entertainment education, instead, is an approach to increase local participation and respectability of messages by tapping into community cultures, storytelling traditions and beliefs.

## Questions for discussion

- What are communication approaches? Are they synonymous with channels and platforms (radio, television, newspapers)?
- What factors determine the choice of communication approaches?
- What are the differences among communication approaches?
- How should information gathered and analysed during the strategy design be used in the selection of communication approaches?

## Reading list

**FHI 360 – C-Change. 2011.** A Learning Package for Social and Behavior Change (SBCC). <http://www.c-hubonline.org/resources/c-modules-learning-package-social-and-behavior-change-communication>

**UNICEF. 2012.** Communication for Development, Enhancing Programme Results

## Case study

Social mobilisation for reproductive health: a trainer’s manual. The centre for development and population activities [http://www.unfpa.org.sy/pubfiles/tG\\_49\\_nQw8N\\_7P.pdf](http://www.unfpa.org.sy/pubfiles/tG_49_nQw8N_7P.pdf) <http://siteresources.worldbank.org/EXTGOVACC/Resources/PP2EDUCOV1.pdf>

## Learning activities

The learning activities should be aimed at developing the following competencies:

- Identify the strengths and limitations of communication approaches to work at different levels
- Determine the adequacy of specific communication approaches to tackle specific communication challenges (e.g. low information, negative attitudes, stigma)

## Unit assessment/evaluation methods

- In-class exercises
- Case study/scenario analysis and challenge
- Assignments: Oral and written presentations

# MODULE 6C

## UNIT 2

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### Advocacy

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#### General introduction

Advocacy is understood as taking a position on an issue, and mobilising actors to influence private and public policies. Advocacy actions typically require the formation of communities of interests/the identification of stakeholders around common goals to promote policy transformations with the expectation they would result in social changes.

This is why the first step for any advocacy action is the definition of common interests/problems, strategies and goals. So, people may come together around problems such as children's low nutrition, poor maternal health and environmental degradation and decide that they need to affect policies in order to cause significant changes. The assumption is that if policies were different, society would be more successful at addressing problems. In the cases mentioned, it may be assumed, for example, that food subsidies for low-income families, transportation vouchers to assist mothers' attendance of pregnancy check-ups, and strict enforcement of garbage disposal would positively affect, respectively, infant nutrition, childbirth and environmental protection.

Effective advocacy usually requires the formation of coalitions that bring together actors unified around a similar goal and who can contribute in different capacities. Such coalitions are heterogeneous as they may involve groups and individuals. For example, advocacy coalitions to change policies affecting infant nutrition may involve mothers' groups, public health staff and experts, women's associations, food companies and distributors and so on.

Advocacy actors may decide to act upon single or multiple policy levels such as municipal, state national and global. The level of intervention is contingent upon who is considered to have power over those decisions. Because advocacy entails persuading powerful actors (from governments to private corporations) to affect policies and change decisions, they demand strategic communication. Therefore, they require understanding why those actors would support certain policies and mobilising convincing arguments informed by a nuanced analysis of opportunities and obstacles. Some actors may need to be informed about certain issues that they either ignore or do not consider important. Others may hold negative positions about proposed policies. Some may be persuaded by fact-based arguments; others may be more likely to be swayed by emotional appeals.

There are two broad approaches to advocacy. Grassroots or 'bottom-up' approaches to advocacy are started by local communities who organise themselves to identify problems and solutions. Community organising is the "process of organising people around problems or issues that are larger than group members own immediate concerns" (Minkler 1998, 261). These process demand assessment, deliberation, action plan and implementation and reflection. In contrast, top-down models are based on externally driven mobilisation of communities and specific actors. In both cases, what is needed is to think about advocacy as policy change strategy that needs to be based on adequate understanding of the situation and assessment of the policies that may be needed to affect change.

**Effective advocacy** demands planning strategies to bring attention to issues among policymakers and the public at large, show the impact of different policies on the issues at stake, outline courses of action and change, and assess and share results of policy changes. Depending on the goal, advocacy takes places in various platforms: media, legislative bodies, courts and regulatory agencies. All these forms of advocacy are 'political' advocacy as they ultimately aim to affect policies and the management of public affairs. They differ, however, in their specific targets of change.

**Media advocacy** is intended to increase and/or improve media coverage of specific issues in news and fictional programming. It requires understanding what the media function in order to present persuasive arguments for why news organisations and programmes should devote more time and space to a given issue or cover it in different ways. The ultimate purpose is to raise awareness among specific audiences (e.g. policymakers) or the population at large with the expectation that an informed public opinion would demand leaders to change policies. Effective media advocacy requires the use of various techniques considered appropriate to persuade media staff (e.g. journalists, producers, scriptwriters, owners) – staging news events, one-on-one meetings, feeding story ideas, writing op-ed pieces. The ultimate goals of media advocacy are to stimulate debate and promote responsible portrayals and coverage of development issues.

**Celebrity advocacy** has gained tremendous prominence in the international development arena. Celebrity endorsement is now part of the way that most major development organisations go about raising funds, raising awareness and lobbying for their causes. Support for charities is an established part of the celebrity's PR machinery. Most celebrities support worthy causes or have instituted their own charitable foundations. Many Government of India initiatives are also using the celebrity advocacy route as part of their influencer strategy. Some examples are: Sachin Tendulkar for National Mission for Clean Ganga, Amitabh Bachchan for Swachh Bharat Mission, Akshay Kumar for sanitation and menstrual hygiene management, Madhuri Dixit for MAA- Mother's Absolute Affection', a nationwide programme to promote breastfeeding, to name just a few.

**Legal advocacy** is another important technique to achieve policy changes. Filing lawsuits, participating in depositions, and helping plaintiffs may be strategic actions to promote changes. **Executive/Legislative and regulatory advocacy** are necessary to support different policies. The purpose of these actions is to pass new legislation that would favour expected changes. This could include changes in regulations, taxes, subsidies, and government programs that are considered essential to promote social and individual changes.

Because advocacy is fundamentally addressed to change decisions and power, they are empowering actions for mobilised actors to gain visibility and influence in society.

## Questions for discussion

- What is advocacy? What are its goals?
- How is advocacy related to communication for development?
- What are the different types of advocacy? What are their similarities and differences?
- What are advocacy strategies? Discuss which advocacy strategy is best suited for an issue.
- How is celebrity influence evolving in an era of digital media? Discuss with recent examples such as ALS Ice Bucket Challenge, Me Too Movement, etc.

## Reading list

**Gibson Timothy A. 2010.** The Limits of Media Advocacy, *Communication, Culture & Critique* 3 (1):44-65

**Loue, Sana. 2006.** Community health advocacy, *Journal of Epidemiology and Community Health* 60 (6): 458-463

**Mayoux, Linda. 2005.** Participatory action learning system (PALS): Impact assessment for civil society development and grassroots-based advocacy in Anandi, India, *Journal of International Development* 17 (2): 211-242

**Swarup Punyam, Renuka Somanatha Pullikal, Ram Manohar Mishra, Prashanth Sandri, Balakrishna Prasad Mutupuru, Suresh Babu Kokku, and Prabhakar Parimi. 2012.** Community advocacy groups as a means to address the social environment of female sex workers: a case study in Andhra Pradesh, India, *Journal of Epidemiology and Community Health* 66: 87-94.

**Wallack, Lawrence and Lori Dorfman. 2001.** Putting policy into health communication: The role of media advocacy, in Ronald Rice and Charles Atkin, Editors, *Public Communication Campaigns*. SAGE

**Dan Brockington.** *Celebrity Advocacy and International Development (Rethinking Development)* 1st Edition

**Tracking Funds for India's Most Deprived: The Story of the National Campaign for Dalit Human Rights' 'Campaign 789':** <https://www.internationalbudget.org/wp-content/uploads/LP-case-study-NCDHR.pdf>

## Supplementary reading

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**Asia Pacific Journal of Research Vol: I Issue XVIII, October 2014:** media advocacy approaches of development agencies: implications for journalism practice in developing countries <http://apjor.com/downloads/171020147.pdf>

## Case studies

Mazdoor kisan shakti sangathan. [http://siteresources.worldbank.org/intempowerment/resources/14653\\_MKSS-web.pdf](http://siteresources.worldbank.org/intempowerment/resources/14653_MKSS-web.pdf)

Tofan Bernal. Dr. B.R. Ambedkar, Crusader Against Caste and Untouchability of Hindu Social Order. 2008 <http://orissa.gov.in/e-magazine/Orissareview/2008/jan-2008/engpdf/19-28.pdf>

Cristophe Jaffrelot. Dr Ambedkar's Strategies Against Untouchability and cast System. Indian Institute of Dalit Studies. <http://www.dalitstudies.org.in/wp/0904.pdf>

UNICEF 2011, Evaluation of Awaaz Do Campaign on Right to Education [http://www.kcci.org.in/\\_layouts/ContentManagement/KnowledgeRepository.aspx?Theme=Communication](http://www.kcci.org.in/_layouts/ContentManagement/KnowledgeRepository.aspx?Theme=Communication)

SatyaMevJayate – talk show <http://simplify360.com/blog/social-media-analysis-on-satyamev-jayate-a-national-sensation-captured-by-social-media-buzz/#.Um1GWPIHL4c>

Celebrity Advocacy case study on YouthAIDS, an education and prevention program of Population Services International (PSI) uses media, pop culture, music, theater and sports to stop the spread of HIV/AIDS. [http://opim.wharton.upenn.edu/risk/library/WP2012-02\\_RiskCtr\\_YouthAIDS-PSI.pdf](http://opim.wharton.upenn.edu/risk/library/WP2012-02_RiskCtr_YouthAIDS-PSI.pdf)

## Learning activities

The learning activities should be aimed at developing the following competencies:

- Identify the key principles and goals of advocacy.
- Understand the importance of advocacy coalitions.
- Conduct advocacy analysis.
- Design media advocacy actions.
- Understand the various types of advocacy models and its appropriate use

## Lectures, small group discussions/activities

1. Compare cases of successful and failed advocacy to identify 'lessons learned', obstacles and opportunities that may explain final results. Analyse strategies and kind of persuasive tactics used to achieve policy changes.
2. Design advocacy plan for hypothetical or real example that includes situation assessment, advocacy coalition, goals, and strategies.
3. Design media advocacy plan around a specific issue. Identify key media, expected changes, and actions to gain media coverage.
4. Design an evidence-based advocacy plan around a specific issue, identifying the key data sources, data interpretation and expected outcomes from the evidence based advocacy plan.
5. Discuss the pros and cons of celebrity advocacy. Strengthen your arguments with evidence.

## Unit assessment/evaluation methods

- In-class exercises
- Case study/scenario analysis and challenge
- Assignments: Oral and written presentations

# MODULE 6C

## UNIT 3

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### Social marketing

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#### General introduction

Social marketing refers to an approach that draws insights from commercial marketing to promote behaviour change applied to social issues. It foregrounds the significance of the analysis of behavioral determinants, understanding audience benefits, context and consequences of specific actions, the use of positioning, brand and personality to promote specific behaviors and product, and the use of the four elements of the marketing mix (product, price, place and promotion) to make certain practices easy to perform. Communication is understood to have a critical role in making the public aware about the existence, price and benefits of specific products.

A conventional definition of social marketing states that “it is the design, implementation, and control of programmes calculated to influence the acceptability of social ideas and involving consideration of product planning, pricing, communication, distribution, and marketing research” (Kotler and Zaltman 1971). Andreasen’s (1994, 110) definition emphasises similar points: ‘the adaptation of commercial marketing technologies to programmes designed to influence the voluntary behaviour of target audiences to improve their personal welfare and that of the society of which they are a part.’

The goal of social marketing is to position a product and behaviour on the basis of understanding why populations do not use or practice it. Principles from social marketing have been extensively applied in public information campaigns that targeted a diversity of problems such as smoking, alcoholism, seat-belt use, drug abuse, eating habits, venereal diseases, littering and protection of forests. Social marketing has been used extensively in international health programmes, especially for distribution of contraceptives and oral rehydration therapy (ORT). Social marketing needs to be consumer oriented, having knowledge of the belief systems and the communication channels used in a community. Products need to be marketed according to the preferences and habits of customers. Market research provides tools to know consumers better and, therefore, to prevent potential problems and pitfalls in behaviour change. This is precisely marketing’s main contribution, according to its advocates: systematic, research-based information about consumers is indispensable for the success of interventions. It allows to position products and concepts in traditional belief systems. For example, if ‘dehydration’ does not exist as a health concept in the

community, it would be ethically wrong for social marketing to position a dehydration product by falsely appealing to existing health beliefs in order to sell it. That would be deceptive and manipulative and is sure to backfire. The goal should be long-term health benefits rather than the short-term goals of a given campaign.

It is also necessary to clearly identify the differences between social marketing and cause-related marketing, with the onslaught of several 'causevertising' campaigns. The following criteria distinguish the two in a defined manner:

- Locus of benefit
- Objectives or outcomes
- Target audience/target market
- Voluntary exchange
- Market perspective

The concept of cause-related marketing was first introduced to the mass market in 1983 by American Express to describe its campaign to raise money for the Statue of Liberty's restoration. American Express donated one cent to the restoration every time someone used its charge card. As a result, the number of new cardholders grew by 45 per cent, and card usage increased by 28 per cent. The market is seeing new collaborations between corporates and NGOs in which their respective assets are combined to create shareholder and social value.

Launched in early 2006, Product Red is an example of one of the largest cause-related marketing campaigns to date, given the number of companies and organisations involved as well as its reach worldwide. It is also an example of a cause marketing campaign that is also a brand on its own. Product Red was created to support The Global Fund to Fight AIDS, Tuberculosis and Malaria (aka The Global Fund) and includes companies such as Apple Computer, Motorola, Armani, and The Gap as participants.

Theorists and practitioners identified with participatory communication have been strong critics of social marketing. For them, social marketing is a non-participatory strategy because it treats most people as consumers rather than protagonists. Because it borrows techniques from Western advertising, it shares its premises, namely a concern with selling products rather than participation. To critics, social marketing is concerned with individuals, not with groups or organisations. They also view social marketing as an approach that intends to persuade people to engage in certain behaviours that have already been decided by agencies and planners. It does not involve communities in deciding problems and courses of action. Instead, the goal should be to assist populations in changing their actions based on critical analysis of social reality.

Social marketers have brushed aside these criticisms, emphasising that social marketing is a two-way process and that it is genuinely concerned about community participation. They argue that 'the marketing process is circular'. This is why input from targeted communities, gathered through qualitative methods such as focus groups and in-depth interviews, is fundamental to design campaign activities and content.

Social marketing is premised on the idea of mutual exchange between agencies and communities. Marketing takes a consumer orientation by assuming that the success of any intervention results from an accurate evaluation of perceptions, needs and wants of target markets that inform the design, communication, pricing and delivery of appropriate offerings. The process is consumer-driven, not expert-driven. Also, social marketing allows communities to participate by acting upon health, environmental and other problems. Without information, there is no participation and this is what social marketing offers. Such participation is voluntary: individuals, groups, and organisations are not forced to participate but are offered the opportunity to gain certain benefits.

After more than four decades of research and interventions, the lessons of social marketing can be summarised as follows: audience segmentation, understanding and tapping into perceived and real costs (price), position 'products' (services, ideas, behaviours) within existing socio-cultural systems of values and norms; 'place' product/behaviours in ways that make it easy to access or perform certain services and practices; and 'promote' new products/behaviours in ways that resonate with targeted audiences. Recent studies have raised several challenges that social marketing needs to address: the influence of social networks on decisions, sustainability of change, scalability of success and promoting equity/participation.

## Questions for discussion

- What is the relevance of social marketing?
- What are the principles of social marketing?
- What are the innovations and limitations of social marketing?
- What are social marketing's 'four Ps'?
- What is the meaning of segmentation, formative research and the notion of benefits?
- Is social marketing focused on individuals or communities?
- Does social marketing 'manipulate' populations or actually integrate populations' desires and intentions?
- What are the differences and overlaps between social marketing and cause-related marketing

## Reading list

**Evans, W. D. 2008.** Social marketing and children's media use. *Future of Children*, 18(1), 181-204.

**Hastings, G. 2007.** *Social Marketing: Why Should the Devil Have All the Best Tunes?* London: Butterworth-Heinemann. Selected chapters.

**Qureshi, S. Y. 1996.** *Social marketing for social change.* Ajanta Publications.

**Sweat, Michael D., Julie Denison, Caitlin Kennedy, Virginia Tedrow, and Kevin O'Reilly. 2012.** Effects of condom social marketing on condom use in developing countries: a systematic review and meta-analysis, 1990–2010, *Bulletin of the World Health Organisation* 90 (8).

**Weinreich, Nedra Kline. 1999.** *Hands-On Social Marketing: A Step-by-Step Guide.* SAGE.

**Nancy R. Lee and Philip Kotler.** *Social Marketing-Changing Behaviors for Good.*

**Lough & Pharr (University of Nevada).** *Differentiation of Social Marketing and Cause-Related Marketing in US Professional Sport (2012).*

## Case studies

Piot, Bram, Amajit Mukherjee, Deepa Navin, Nattu Krishnan, Ashish Bhardwaj, Vivek Sharma, and Pritpal Marjara. 2010. Lot quality assurance sampling for monitoring coverage and quality of a targeted condom social marketing programme in traditional and non-traditional outlets in India, *Sexually Transmitted Infections* 86: i56-i61

BASIX

Case study on a Cause Related Marketing campaign: Pink Ribbon for breast cancer awareness; Domex Toilet Academy by HUL

## Learning activities

The learning activities should be aimed at developing the following competencies:

- Critical analysis of social marketing principles
- Understand differences between social marketing and other communication approaches
- Conduct analysis of 'product brand'

## Lectures, small group discussions/activities

1. Conduct group analysis of case study to assess the strengths and limitations of intervention to address problem at stake.
2. Design and conduct 'brand analysis' of a given product (e.g., condom), practice (e.g. breastfeeding) and/or service (immunisation programme).
3. Discuss various 'segments' of the population around a given social/human development challenge. What variables and issues should be considered to disaggregate population segments? What are the programmatic implications of using different segmentation criteria?
4. Taking one particular issue, critically analyse any current social marketing campaign vis-à-vis a current cause-related marketing programme. Discuss the differences and similarities on aspects like strategy, approach, objectives, messaging, outcome, target audience and locus of benefit.

## Unit assessment/evaluation methods

- In-class exercises
- Case study/scenario analysis and challenge
- Assignments: Oral and written presentations

# MODULE 6C

## UNIT 4

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### Media campaigns

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#### General introduction

Media campaigns refer to planned media-centred interventions that are intended to generate specific outcomes among a relatively large population within a specified period of time. Media campaigns use various platforms/channels and can have different objectives. Media refer to any platforms/channels used for the distribution of information. This includes print (newspapers, magazines, posters, brochures), broadcasting (radio and television), digital (online content including content on mobile devices), Out of Home (OOH) (billboard, murals, graffiti) and others (novelties, merchandising) and ambient media which entails placing messages on unusual objects or in unusual formats. Objectives can include changing behaviour, disseminating information, raising awareness, prompting interpersonal communication, reminding people about ideas and services, and the like.

Media campaigns entail the strategic application of communication/media theories. The applicability of principles and effects depends on the specific contents – audiences, issues, goals – so, it is widely assumed that operational research needs to be conducted to assess the situation before setting up objectives. This is why what may have worked in a given campaign – from media selection to message appeals – does not easily transfer to others. The key assumption is that 'the media' is potentially effective in achieving several goals simply because of their ability to reach large groups of people.

Despite the conventional wisdom that 'media campaigns' are effective, research shows the complexity of this question that does not simply lend itself to generalisations. It is hard to answer this question given multiple objectives, audiences and conditions. Meta-analyses of campaigns give us some insights into what conditions are more likely to promote effectiveness.

To summarise an extensive literature, media campaigns are more likely to produce expected results when they are able to capture the attention of the right audience, present understandable and credible messages, tap into people's existing expectations, desires, norms, and values, and are supported by other conditions that facilitate people's action upon media information. None of these tasks is easy. Getting people's attention, particularly if they are bombarded with all kinds of messages, is difficult.

Conveying easy-to-understand messages requires in-depth knowledge of specific publics/stakeholders. Disseminating messages that resonate with people's intentions/ value demands nuanced understandings of public/ stakeholders' expectations. Finally, even if people pay attention and understand messages that tap into their interests, they may not change behaviours if they confront obstacles (such as social, geographical, economic).

This is why media campaigns do not have a strong impact. Audience barriers – from exposure to behaviour change – undermine effectiveness. Misperceptions, lack of interest, denial of messages, irrelevance, pre-existing opinions, inertia and other factors explain why campaigns typically fail to achieve significant changes. Also, people may consider messages annoying, confusing, irritating, useless, untruthful and boring, which leads them to tune out, ignore, or forget appeals. Although some media campaigns aim to cue behaviours by reminding people about them (or availability and services), publics/ stakeholders may react negatively out of fear, consider them not as important (or urgent), or weigh other more important considerations.

Media campaigns segment the population according to several dimensions – age, ethnicity, gender, self-efficacy, stage of change, social context and others – to fine-tune platforms and messages. A first critical consideration is to match messages along with the right populations. Exposure includes initial reception and attention to campaign messages. It is also necessary to assess processing—how people relate to, understand, and perceive messages and whether they connect to them rationally and/or emotionally.

Audience segmentation is necessary to maximise the likelihood that the right people would be exposed to the messages and would find them interesting and persuasive. Questions that could be asked to identify segments are: Who needs to be reached? What type of media does this population consume? What message appeals are more likely to be favourably received? Another factor to consider is where people stand on the continuum of change – are they strongly disposed to change their mind and or practice certain behaviours? Are they opposed to change? Or did they ever consider doing things differently?

Media campaigns have been effective at prompting conversation and dialogue among interpersonal communication networks. Thus, campaign designers need to understand where people talk about certain issues related to the key objectives, with whom, and when. This information offers insights into who influences that population – opinion leaders and influencers. Influencers can inform, put pressure, motivate, mention, remind, monitor and do other actions that may impact key populations. These are family members, peers, co-workers, bosses, friends, acquaintances and other people.

The selection of channels/platforms is also another critical issue. Channels can be differentiated in terms of reach (how many), specialisation (who), accessibility (overcoming rejection or selectivity and getting attention), safety (it may not promote negative/adverse reactions), personalisation (ability to tailor content to specific issues that resonate with groups), depth (capacity for detailed messages), credibility (trustworthiness), agenda setting (influence on other channels), and efficiency (simplicity).

Here there is no succinct formula that can be employed as the selection is contingent on various mentioned factors. A good principle is to think broadly about channels – from schools to t-shirts – beyond the conventional 'mass media'. Any platform that can carry messages may be considered a 'channel'.

Message considerations include incentives, type of appeals (fear, humorous, emotional, rational, risk, positive), evidence presented about why certain practices/ ideas are desirable, and comparison (between different courses of actions and results). Messengers or spokespersons are also important issues. They can be recognised, trusted, experts or average men and women in the street, or unique (cartoon, costumed).

## Questions for discussion

- What are media campaigns?
- What does 'media' mean in media campaigns? Discuss some examples where media innovations have been used or traditional media has been used in innovative ways.
- What are the objectives of media campaigns?
- Who are influencers? How are they linked to media campaigns?
- What considerations are important for channel and message selection?
- What is media mapping? How is it conducted?
- Discuss a 360 degree approach in an environment dominated by media convergence audience fragmentation. Strengthen your discussions with specific campaigns that have used a 360 degree approach.

## Reading list

**Atkin, Charles.** 2012. Theory and principles of media health campaigns, in R. E. Rice and C. K. Atkin, Editors, Public Communication Campaigns, 4th Edition. SAGE.

**Sood, Suruchi, Corinne L. Shefner-Rogers and Manisha Sengupta.** 2006. The Impact of a Mass Media Campaign on HIV/AIDS Knowledge and Behaviour Change in North India: Results from a Longitudinal Study, Asian Journal of Communication 16 (3).

**Books by Marshall McLuhan**

## Case studies

John Seidensticker. Saving wild tigers: A case study in biodiversity loss and challenges to be met for recovery beyond 2010. Smithsonian Conservation Biology Institute, National Zoological Park, Washington, DC, USA [http://globaltigerinitiative.org/download2/Seidensticker,Saving\\_Wild\\_Tigers,2010.pdf](http://globaltigerinitiative.org/download2/Seidensticker,Saving_Wild_Tigers,2010.pdf)

Girl Effect was created in 2008 by the Nike Foundation, in collaboration with the NoVo Foundation, and United Nations Foundation among others. It launched at the World Economic Forum in Davos with a film that challenged people to think differently about the role girls play in development. The film has been seen by 1.8m people to date. [https://www.academia.edu/22116314/The\\_Girl\\_Effect\\_A\\_Neoliberal\\_Instrumentalization\\_of\\_Gender\\_Equality](https://www.academia.edu/22116314/The_Girl_Effect_A_Neoliberal_Instrumentalization_of_Gender_Equality)

## Learning activities

The learning activities should be aimed at developing the following competencies:

- Understand the basic principles of media campaigns
- Critically review the key steps in campaign design and implementation
- Design and implement media campaign
- Think innovatively and creatively about media platforms/channels

## Lectures, small group discussions/activities

1. Group discussion of factors that reduce potential impact of media campaigns by focusing on a specific real or hypothetical case.
2. Compare two media campaigns in terms of audiences, channels, messages and impact. Assess the strengths and limitations of each one and draw lessons from both cases.
3. Design and implement small-scale media campaign (for university students or employees, neighbourhood, clinic) that identifies and justifies goals, population segments, platforms, messages and messengers.
4. Select a powerful sustaining media campaign (e.g. Earth Hour) and critically analyse its components such as audience, goals, issues addressed over the years, appeals used, media vehicles used, etc.
5. Discuss emerging trends of use of digital media and its implication on strategy planning.

## Unit assessment/evaluation methods

- In-class exercises
- Case study/scenario analysis and challenge
- Assignments: Oral and written presentations

# MODULE 6C

## UNIT 5

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### Entertainment education

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#### General introduction

Entertainment-education refers to “the process of purposely designing and implementing a media message to both entertain and educate, in order to increase audience knowledge about an educational issue, create favourable attitudes, and change overt behaviour” (Singhal and Rogers 1999, xii). Like social marketing and health promotion, entertainment-education is concerned with social change at the individual and community levels. Its focus is on how entertainment media such as soap operas, songs, cartoons, comics and theatre can be used to transmit information that can result in pro-social behaviour.

Originally developed in Mexico in the mid-1970s, the entertainment-education approach has been used in 75 countries, including Gambia, India, Nigeria, Pakistan, the Philippines and Turkey. Paradigmatic examples of this approach have been soap operas in Latin America (telenovelas) and in India that were intended to provide information about family planning, sexual behaviour and other health issues. Literacy and agricultural development have also been central themes of several entertainment-education efforts.

The original assumptions of entertainment-education are drawn from social psychology and human communication theories, such as Bandura’s (1977) social learning theory. It is anchored on the idea that individuals learn behaviour by observing role models, particularly in the mass media. Imitation and influence are the expected outcomes of interventions. These take into account attention, retention, production and motivational processes that help researchers understand why individuals imitate socially desirable behaviour. This process depends on the existence of role models in the messages: good models, bad models, and those who transition from bad to good. Besides social learning, entertain-education strategies are based on the idea that expected changes result from self-efficacy, the belief of individuals that they can complete specific tasks.

Entertainment-education is premised on the fact that populations around the world are widely exposed to entertainment content. The heavy consumption of media messages suggests that the media, more than any other tool, can effectively persuade how people think, feel and behave. Most entertainment programmes, however, tend to

dramatise anti-social messages such as aggression, violence and sexual promiscuity. Entertainment programmes can be redirected to communicate positive messages that can help people solve their problems, instead of glorifying anti-social themes.

Entertainment-education has been used in India to disseminate behaviour change messaging since the 1980s. The first entertainment education programme, *Hum Log*, was aired in 1984 and was widely popular. Since then, there have been dozens of interventions premised on the principles of entertainment-education. For example, *Main Kuch Bhi Kar Sakti Hoon*, was aired in 2014.<sup>1</sup> It is aimed at highlighting the importance of women's agency, enhance knowledge and change perceptions and attitudes on demand, access, and quality of reproductive health services in India. Also released in 2014 was *Kyunki... Jeena Issi Ka Naam Hai* which was centered around several themes including (but not limited to) HIV/AIDS awareness, educating the girl child, gender equality, and safe motherhood.<sup>2</sup> A trans-media intervention including a TV serial, *AdhaFull*, which used TV drama to create relatable situations across issues and model responses that are atypical; a mosaic format radio programme, *Full On Nikki*, allied to the issues as *AdhaFull* with adolescents, parents and subject matter experts talking about their experiences; an interpersonal communication toolkit—novels, an activity book and an omnibus version of the TV show, with an accompanying discussion guide and a social media campaign to amplify conversations on gender issues using content from the TV show was implemented from October 2016 to December 2017.<sup>3</sup>

Besides television entertainment, entertainment-education interventions were also implemented in music and music videos that promoted sexual control, and in radio soap operas that promoted women's issues, awareness of AIDS, sex education and family planning. In the late 1990s, a radio show, *Dehleez*, aimed at adolescents aired. It addressed issues such as teenage sexuality, HIV/AIDS, and intergenerational conflicts. The content of the was designed by AIR using a participatory method in which target audiences were surveyed during the content creation process as well as while it was being aired. Overall, listeners of the show appreciated AIR for providing young listeners with information and advice on how to deal effectively with issues of sexuality, career choices and parental discord.<sup>4</sup>

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<sup>1</sup><http://www.comminit.com/global/content/main-kuch-bhi-kar-sakti-hoon-i-woman-can-achieve-anything>

<sup>2</sup><http://www.comminit.com/global/content/kyunkijeena-issi-ka-naam-hai>

<sup>3</sup><http://jdc.journals.unisel.edu.my/ojs/index.php/jdc/article/view/72>

<sup>4</sup><http://www.comminit.com/global/content/main-kuch-bhi-kar-sakti-hoon-i-woman-can-achieve-anythingation> 13(2), pg. 52-66

The Hindi film industry has also begun to implement E-E interventions. Given that films are a new E-E platform, the impact of these films has not been evaluated. However, the reach of Hindi cinema supports the potential of films being an extremely influential platform for E-E interventions. Two prominent EE films released in the last few years are:

1. *Toilet: Ek Prem Katha* was aimed at promoting the building and use of lavatories in rural areas. The film was the fourth highest grossing film in Bollywood in 2017.
2. *Pad Man*, which was released in 2018, was aimed at de-stigmatising conversations about menstruation and menstrual health.

Research studies suggest that the entertainment-education strategy, which is mainly motivational, could be a catalyst for triggering interpersonal communication about issues and lessons from interventions, and in engaging and motivating individuals to change their behaviour and support changes in behaviour among their peers. Rogers et al. (1999) concluded that a soap-opera radio broadcast in Tanzania played an important role in changing the fertility rate of that country. The broadcast increased the listeners' sense of self-efficacy, the ideal age marriage for women, and the rate of acceptance for contraceptive use, interspousal communication about family planning, and for the practice of family planning. A hierarchy of effects was observed in interventions in Mexico, Nigeria, and the Philippines. The campaigns contributed to audience recall, comprehension, agreement, and discussions with others about the messages that were promoted in the campaigns.

In terms of impact of E-E, a meta-analysis revealed that, in 62 per cent of cases, the EE has medium effectiveness i.e. some change in intermediate outcomes behaviour was not noted. Only 18 per cent of cases showed high levels of effectiveness where behaviour change was noted and sustained. Additionally, it must also be noted that most E-E programming, especially for TV and other audio-visual media, is extremely expensive to produce and broadcast. With the proliferation of media outlets (TV channels, movies, OTT content) the media market in India is now highly fragmented. As a result, obtaining high viewership on any one programme is difficult. Therefore E-E must be approached in a strategic manner after conducting an exhaustive cost effectiveness and media landscape analysis vis-à-vis the TA concerned.

## Questions for discussion

- What is the historical background of EE in the context of India?
- What are the theoretical principles of entertainment-education?
- How are educational ideas woven into entertainment formats?
- What are the documented effects of entertainment-education?
- How does entertainment-education promote changes at the individual and community levels?

## Reading list

**Selections from Singhal, Arvind, Michael Cody, Everett Rogers and Miguel Sabido, Editors. 2009.** Entertainment-Education and Social Change: History, Research, and Practice (LEA/Routledge).

**Papa, M.J., Singhal, A., Law, S., Pant, S., Sood, S., Rogers, E.M., & Shefner-Rogers, C.L. 2000.** Entertainment-education and social change: An analysis of parasocial interaction, social learning, collective efficacy, and paradoxical communication. *Journal of Communication*, 50,31-55.

**Tufte T. 2007.** Entertainment-Education: Exploring communication strategies against violence and conflict. /, Thomas. *Media in Conflict Prevention and Peacebuilding Strategies*. ed. / Shira Loewenberg; Bent Nørby Bonde. Bonn, Germany : DW-Media Services. pp. 135-137.

**Tufte, T. 2002.** Chapter 13. Edutainment in HIV/AIDS Prevention. Building on the Soul City Experience in South Africa. In: SERVAES, J. (ed.), *Approaches to Development Communication*, Paris: UNESCO.

## Supplementary readings

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**Pant, S., Singal, A., and Bhasin, U. (2002).** Using Radio Drama to Entertain and Educate: India's Experience with the Production, Reception, and Transcreation of 'Dehleez'. *The Journal of Development Communication*, 13(2), pg. 52-66.

**Shen, F. & Han, J. (2014).** Effectiveness of entertain education in communicating health information: A systematic review, *Asian Journal of Communication*, 24(6), pg. 605-616.

## Case studies

Singhal, Arvind, D. Sharma, M. Papa and K. Witte. 2009. Air cover and ground mobilisation: Integrating entertainment education broadcast with community listening and serviced delivery in India, in Singhal et al.

Khanna, Aparna and Singh Anjali, Soni Jasleen, Qurashi Hilmi and Quraishi Subhi. 2012. Edutainment based Mobile Phone Games for Health Communication in India, *Proceedings of M4D2012 February 28-29, New Delhi, India* edited by Vikas Kumar and Svensson, *Karlstad University Studies (Sweden) 2012:3*.

UNICEF 2012, Meena Radio Programme, Endline Evaluation, Uttar Pradesh  
[http://www.kcci.org.in/\\_layouts/ContentManagement/KnowledgeRepository.aspx?Theme=Communication](http://www.kcci.org.in/_layouts/ContentManagement/KnowledgeRepository.aspx?Theme=Communication)

UNICEF 2011, Meena ki Duniya, An entertainment-education Radio Programme  
[http://www.kcci.org.in/\\_layouts/ContentManagement/KnowledgeRepository.aspx?Theme=Communication](http://www.kcci.org.in/_layouts/ContentManagement/KnowledgeRepository.aspx?Theme=Communication)

## Learning activities

The learning activities should be aimed at developing the following competencies:

- Understand the basic principles of entertainment education
- Understand how entertainment education promote dialogue in interpersonal communication and social networks
- Identify the implications of evidence from previous entertainment-education programmes for future interventions
- Design entertainment education strategy

## Lectures, small group discussions/activities

1. Group analysis of entertainment-education television programmes or video recorded theatre/drama performance. Students need to identify embedded principles, plot, characters and key messages in terms of whether they reflect basic EE principles.
2. Group analysis of case study: key messages, impact data and lessons for future interventions.
3. Watch and analyse any one EE show aired in India (not necessarily in the last few years) keeping in mind the following questions.
  - I. What were the main themes covered by the show?
  - II. How was the content for the show created?<sup>5</sup>
  - III. Has the show been evaluated? If yes, what has been its impact?

## Unit assessment/evaluation methods

- In-class exercises
- Case study analysis
- Assignments: Oral and written presentations

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<sup>5</sup> Refer Kyunki Jeena production process =- <http://www.comminit.com/global/content/impact-data-kyunkijeena-issi-ka-naam-hai>

# MODULE 6C

## UNIT 6

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### Peer education

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#### General introduction

The basic principle of peer education is that the promotion of debate and dialogue amongst community members leads to important changes – such as improved knowledge, positive attitudes, sentiments of empowerment and inclination to act and support social transformations. Peer education offers opportunities for people to share ideas and tap into local knowledge, learning habits and common cultural backgrounds. Peer education is premised on the notion that people are more likely to listen, understand and believe people that they know or with whom they have things in common. Trust and identification with sources of information and motivation are critical elements for being willing to learn information, examine beliefs and practices, and consider changes. It is important to identify what makes someone a 'peer' – age, gender, residency, and other factors may determine that a given person fits this category. The selection of peer is contingent on the topic and the socio-demographic attributes of the selected publics/stakeholders.

Peer education demands the participation of people interested in taking leadership roles in their communities and go through training in pedagogical approaches and technical matters. They are trained to learn about basic technical issues (for example, in health, they are given information about disease, transmission, epidemiology, risks) and ways to interact with communities, address questions, convey information, key messages, and use materials. Participants are volunteers interested in making contributions to their communities or people willing to make modest salaries in exchange for their services. They reap social rewards, too, such as respect, trust and leadership. For example, in 2017, the Ministry of Health and Family Welfare launched the 'Saathiya' peer education programme under the Rashtriya Kishor Swasthya Karyakram (RKSK) programme. The Saathiya programme trained 1.5 lakh teenagers across the nation to address topics such as sexual health, substance abuse and mental health.<sup>6</sup> Sessions take place in community centres, house visits, group discussions, workshops and other spaces. After multiple sessions or a series of meetings, peer educators and/or supervisors distribute evaluation forms/questionnaires to assess knowledge and other indicators of impact.

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<sup>6</sup> <https://www.hindustantimes.com/india-news/empowering-adolescents-india-launches-saathiya-resource-kit/story-KOugNI7vU3DowFKIW4qSPL.html>

Quality supervision of peer education is critical for success in order to assess individual merits, information/counselling, responses and other important issues. Also, it is important that peer educators are recognised properly by the community and/or programme to acknowledge their contribution and standing.

Peer education is particularly necessary in settings without wide access to media (books, newspapers, television or radio) and limited professional educational services (health, education, and others). Thus, it becomes an activity to reach out communities, especially where other communication alternatives are limited or difficult to implement.

Peer education has been used across a wide range of development issues, such as HIV/AIDS education with specific populations (e.g. sex workers, truck drivers, high school students), malaria prevention, drug abuse, cancer prevention, childrearing, nutrition and many others.

In terms of documented impact, evidence is mixed. Results are inconsistent – in some cases, peer education leads to changes in knowledge, attitudes and practices, but in other cases, there are modest changes in 'ideational' factors but no impact on technical indicators (immunization rates, preventive behaviours). Projects have drawn various lessons about factors that are more likely to positively affect peer education such as supportive social context, stability and social norms. Put it differently, peer education is more likely to be effective when the social environment is conducive to the kind of goals identified by programmes/interventions. Also, impact widely differs across development issues, which makes it difficult to draw categorical conclusions about impact.

## Questions for discussion

- What is peer education?
- What are the key elements to make peer education effective?
- Name some programmes where peer education has been used?

## Reading list

**Cornish, Flora and Catherine Campbell. 2009.** The Social Conditions for Successful Peer Education: A Comparison of Two HIV Prevention Programs Run by Sex Workers in India and South Africa, *American Journal of Community Psychology* 44 (1-2): 123-135.

**Medley, Amy, Caitlin Kennedy, Kevin O'Reilly, and Michael Sweat 2009.** Effectiveness of Peer Education Interventions for HIV Prevention in Developing Countries: A Systematic Review and Meta-Analysis, *AIDS Education and Prevention* 21 (3): 181-206.

**Simoni, Jane M., Kimberly M. Nelson, Julie C. Franks, Samantha S. Yard and Keren Lehavot. 2011.** Are Peer Interventions for HIV Efficacious? A Systematic Review, *AIDS and Behaviour* 15 (8): 1589-1595.

## Case study

UNICEF Peer education [http://www.unicef.org/lifeskills/index\\_12078.html](http://www.unicef.org/lifeskills/index_12078.html)

## Learning activities

The learning activities should be aimed at developing the following competencies:

- Understand the basic principles of peer education
- Identify conditions that may increase the impact of peer education
- Design peer education strategy
- Design peer educators training

## Lectures, small group discussions, debates and presentations:

1. Role play—prepare a series of five-minute skits in which someone is a peer educator, discussing with another person on any given topic. The rest of the class discusses/comments the performance of the peer educator based on [the principles discussed in the lectures.
2. Watch and discuss video of training of peer educators.
3. Analyse materials designed for peer education to identify the use of pedagogical principles.

## Unit assessment/evaluation methods

- In-class exercises
- Case study/scenario analysis and challenge
- Assignments: Oral and written presentations

# MODULE 6C

## UNIT 7

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## Capacity and capability strengthening

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### General introduction

Capacity is defined as the set of 'activities, approaches, strategies, and methodologies which help organisations, groups and individuals to improve their performance, generate development benefits, and achieve their objectives over time'. Capacity strengthening (CS) has gained new importance in aid and development programmes given the realisation that no development goal can be achieved without significant human resources and adequate competencies in countries and communities. Based on this conviction, there have been a wealth of initiatives designed to increase expertise in a variety of areas that are deemed critical for success such as analysis, design, programme implementation, technical knowledge and others.

Although there is still persistent disagreement about best practices in CS, a critical shift in recent thinking about CS is that it should not primarily aim to equip individuals with competencies, but rather, to support institutional development and local initiatives which ultimately are more likely to increase the sustainability of gains. Instead of being process driven and led by universities and agencies in the Northern countries, current thinking emphasises the need to have local institutions working in networks and consortia, in the driver's seat. Decades of sporadic training of Southern country humans in institutions based in the North have rendered little in terms of long-lasting capacity on the ground. Without strengthening local organisations and linking training to practice, capacity effort does not ensure sustainable impact. This is a critical goal to avoid the endless cycle of Northern-trained professionals that does not necessarily result in Southern capacity or that perpetuates dependency on training organisations based in the Northern countries. A local, institution-based approach is needed to avoid the perils of past strategies.

This strategic shift also assumes that CS is a long-term process whose results are unpredictable and often hard to assess. The nature of CS is different from the typical short-term, quick result mindset of most development programmes. Therefore, it is necessary to develop strategies and methodologies that emphasise long-term views while being mindful of the need for tangible, short-term indicators of progress and success. Impact assessment should not be limited to individual workshops and materials, but rather, it needs to take a broad, holistic view that identifies clear and reliable indicators. Taking a 'systems' approach that looks at the resources and

opportunities in a given community or country would be needed to avoid the notion that workshop and curricula are synonymous with CS. These are, at best, tools to provide knowledge and build skills. What is needed are sustained, broad efforts to support local actions aimed at strengthening capacities and to articulate competencies between training institutions and work settings.

Another important innovation is the need to link training to workplace—how skills and competencies help to bridge what education/training institutions do and what workplaces demand/expect from specific professionals. The goal is not simply to train 'ideal' professionals based on what educators believe are needed competencies. Instead, it is important to draw experiences from various stakeholders around capacity training and implementation. Participatory curricula that involve students, educators and employers are useful paths to produce ideas that bring together the needs and expertise from various institutions.

Examples of capacity strengthening activities can be along different domains. These are:

- 1. Soft skills:** For example, under the Swachh Bharat Mission, the government trained district level sanitation coordinators or Swachhta Preraks. Their role involves planning, coordinating, monitoring and executing the annual implementation plan for sanitation in their respective districts.
- 2. Technical skills:** For example, for the Swachh Bharat, Swachh Vidyalaya programme that aims to improve water, sanitation and hygiene in schools, teachers are being trained in technical skills to understand how to ensure equitable use and maintenance of WASH facilities. They are also being trained to make sure hygiene is adequately promoted and that monitoring of these elements take place regularly at the school level.<sup>7</sup>
- 3. Digital literacy:** Internet Saathi, a programme launched by Google in partnership with Tata Trusts teaches women (referred to as saathis) from various villages in India how to use smartphones. These saathis can then use their new found digital expertise to help other women in their villages access information for upskilling themselves and solving daily needs. As of 2018, Internet Saathi has trained 45,000 saathis across 150,000 villages, who have taught 1.5 million women on how to use the internet.<sup>8</sup>

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<sup>7</sup>[http://unicef.in/CkEditor/ck\\_Uploaded\\_Images/img\\_1397.pdf](http://unicef.in/CkEditor/ck_Uploaded_Images/img_1397.pdf)

<sup>8</sup><https://www.thenewsminute.com/article/how-google-s-internet-saathi-using-tech-help-rural-women-upskill-themselves-80454>

These ideas have important consequences for thinking about CS in C4D. They help us think about the centrality of local communication programmes in universities and other institutions; the strengthening of multiple communication competencies (from planning to management); the variety of contexts of practice (from media to community resources); the need to support a variety of efforts that blend capacity development and programme implementation; the importance of linking communication agencies and organisations in networks; and the range of communication actors that need to be part of CS initiatives (from governments to community media). This approach to CS in C4D would not have significant results if it was not simultaneously supported by advocacy efforts with various stakeholders (government, donors, technical agencies) to raise attention to the multiple dimensions of communication and the existence of evidence based, peer-reviewed studies that document impact. It is therefore necessary to shift the extended perception that C4D is narrowly limited to messages and materials, and to showcase the sophistication of strategic models and the ways in which it asks questions and identifies solutions to development challenges. These cover the entire spectrum, from systems strengthening to social norms.

## Questions for discussion

- What is capacity strengthening?
- What are the differences between traditional and innovative approaches to CS?
- What are the limitations of traditional approaches?
- What is the competency approach?
- How can training curricula and workplace needs and expectations be harmonised?
- What are critical C4D competencies?

## Reading list

**Obregon Rafael and Silvio Waisbord. 2012.** Capacity Building (and Strengthening) in Health Communication: The Missing Link. Rafael Obregon and Silvio Waisbord, Editors, Handbook of Global Health Communication, chapter 27. Wiley.

**C-Change 2012: Case Study:** Developing and Supporting Centers of Excellence for Social and Behavior Change Communication at Tertiary Institutions.

<http://www.c-changeprogram.org/resources/case-study-developing-and-supporting-centers-excellence-social-and-behavior-change-communi>

## Case studies

Social Work & Research Centre (The Barefoot College) Tilonia, Rajasthan.

[http://indiagovernance.gov.in/files/Social\\_Wor\\_Research\\_Centre\\_tilonia.pdf](http://indiagovernance.gov.in/files/Social_Wor_Research_Centre_tilonia.pdf)

Deccan Development Society- Andhra Pradesh <http://www.ddsindia.com/www/activities.html> [http://www.paramparaproject.org/institution\\_deccan-development.html](http://www.paramparaproject.org/institution_deccan-development.html)

KMVS- Kutch MahilaVikasSanstha [http://www.undp.org/content/dam/india/docs/good\\_practices\\_in\\_gender\\_mainstreaming.pdf](http://www.undp.org/content/dam/india/docs/good_practices_in_gender_mainstreaming.pdf)

Kanchan Kumar. Community Radio for Empowerment: The Gender Dimension. S.N. School of Communication. University of Hyderabad. [http://www.itforchange.net/sites/default/files/ITfC/malik\\_mysore\\_workshop.pdf](http://www.itforchange.net/sites/default/files/ITfC/malik_mysore_workshop.pdf)

## Learning activities

The learning activities should be aimed at developing the following competencies:

- Identify capacity strengthening activities
- Define competency approach to CS
- Conduct CS assessment
- Draft a CS plan

## Lectures, small group discussions/activities

1. Conduct needs assessment of C4D in a municipality/district using 'competency map' and involving various institutions (education, government, international technical agency, non-profit, private).
2. Analyse C4D curricula using 'competency' approach.
3. Critically review a case study on CS intervention.

## Unit assessment/evaluation methods

- In-class exercises
- Case study/scenario analysis and challenge
- Assignments: Oral and written presentations

# MODULE 6C

## UNIT 8

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### Social mobilisation

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#### General introduction

Social mobilisation is a term originally used by UNICEF to describe a comprehensive planning approach that emphasises political coalition building and community action. It is the process of bringing together all feasible and practical inter-sectoral social allies to raise people's awareness of and demand for a particular development programme. It also serves to assist in the delivery of resources and services and to strengthen community participation for sustainability and self-reliance. Mobilisation is a process through which community members become aware of a problem, identify the problem as a high priority for community action, and decide the steps needed to take action. It starts with problem assessment and analysis at the community level and moves to action on chosen courses, involving strategic allies at all levels in a wide range of support activities. Central to social mobilisation interventions is empowerment or the process through which individuals or communities take direct control over their lives and environment.

A successful mobilisation must be built on the basis of mutual benefits of partners and a decentralised structure. The more interested the partners are, the more likely it is that a project of social mobilisation can be sustained over time. This approach does not require partners to abandon their own interests and perceptions on a given issue but are willing to coalesce around a certain problem. The agents behind mobilising the masses for social change can vary from non-governmental organisations to political and religious leaders themselves. Committees such as community-based organisations, and self-help groups work towards improving a community's well-being through development and change. Usually comprised of a homogenous group, and focused on a system of mutual benefit, they cover a range of concerns like mental health, financial support, disaster relief and other shared problems. Motivation to rally behind a concern through a particular agent can depend on attitudes and beliefs. Other players in mobilising communities are influential figures or informal leaders; for example, politicians (Kiran Bedi) or actors (Deepika Padukone) who are vocal and visible have a large pull in terms of reaching out to the masses to instill activism.

Social mobilisation suggests that participation from a range of partners, engaged in many and complementary actions, is necessary to increase the likelihood of sustainable change.

The underlying premise is that long-term, lasting change needs the participation of interested stakeholders to organise and take action for a common purpose. This builds local ownership and therefore, innovations would not be seen as externally imposed and ensure on-going commitment. The mobilisation of communities should focus on building confidence, trust and respect, increasing knowledge base, and enabling community members to participate, and become more proactive with regard to their own health behaviour. The implementation would therefore require to identify and utilise village communication networks, train field workers, locate and mobilise opinion leaders, activate link persons, establish rotating peer group discussions, and provide information and supplies at meetings.

The medium of this participation varies depending on the TA and context. For example, social media platforms are increasingly being used to generate awareness and arouse interest for social issues. Twitter and Facebook are accessible portals to connect people geared towards a common goal. During the 2015 Chennai floods, resources and aid were directed towards those in need through communication on such platforms. Rural, and some urban, contexts contrastingly rely on performative media. Street plays are a thriving form of communication, especially among students, to spread social and political messages through a direct, comprehensible approach. Successful movements employ strategies that relate to local people while giving them a platform to engage with critical issues. Video volunteers, for instance, uses community media to give marginalised groups a voice to discuss issues relevant to them. World Comics India, a part of Grassroots Comics global movement, showcases comics created by common people to foster self-expression and representation in social movement.

There are plenty of documented experiences showing the dynamics and impact of social mobilisation. It has been used to conduct outreach to families to promote hand-washing, sanitation, and vaccination; community mapping of risks and solutions; identification concerns and demands through information board and community dialogue; use media advocacy to flag problems, provide information, and promote dialogue; and bring together various groups in conflict. India, from before independence, has seen several citizen-led movements that, under close consideration, can help identify key factors, agents, and contexts that contribute to successful social mobilisation.

This section briefly outlines some movements that are characteristic of the features discussed in this unit. Satyagraha, initiated by Mahatma Gandhi, was a non-violent movement against British rule in India that fought for independence through passive resistance and civil disobedience. The Chipko Movement in 1973 took inspiration from Gandhian principles of non-violence. The cause saw protests against deforestation by hugging trees. Women's participation was especially noteworthy. More recently, the Jan Lokpal Bill in 2011 found strength in numbers as the nation united in a demonstration against government corruption. Spearheaded by activist Anna Hazare and his act of defiance through a hunger strike, the Lokpal movement was a unique instance that displayed democracy in action. The following year saw a massive social movement

against sexual violence against women. Triggered by the brutal rape of a young woman, the Nirbhaya Movement marked the involvement of thousands across India in a collective protest of repression. In late 2016, the Ready To Wait campaign was a social movement demanding the entry of women into the Sabarimala temple in Kerala. Social media platforms played a notable role in the movement gaining momentum, as women activists and devotees were the faces of dissent against the Supreme Court ruling.

## Questions for discussion

- What is the goal of social mobilisation?
- What are the principles of social mobilisation?
- What has been the impact of social mobilisation on communication and development indicators/objectives?

## Reading list

**Obregon, Rafael and Silvio Waisbord. 2010.** The complexity of social mobilisation in health communication: top-down and bottom-up experiences in polio eradication, *Journal of Health Communication* 15, Supplement 1:25-47.

**Pattanayak, Subhrendu, Jui-Chen Yang, Katherine L Dickinson, Christine Poulos, Sumeet R Patil, Ranjan K Mallick, Jonathan L Blitstein, Purujit Praharaj. 2009.** Shame or subsidy revisited: social mobilisation for sanitation in Orissa, India, *Bulletin of the World Health Organisation* 87 (8).

## Case studies

India Polio Social Mobilisation Network, India Polio Learning Exchange, Capacity Development, <http://www.iple.in/category/index/capacity-development-1>

Priyadarshini Hema and Sunitha. DonBosco. Study on promotion of sanitary Napkins in Tamil Nadu <http://nrhm.gov.in/nrhm-components/rmnch-a/adolescent-health/menstrual-hygiene-scheme-mhs/schemes.html>

Sarvodaya Movement in SriLanka  
[http://iasc2008.glos.ac.uk/conference%20papers/papers/P/Prasad\\_210801.pdf](http://iasc2008.glos.ac.uk/conference%20papers/papers/P/Prasad_210801.pdf)  
<http://www.sarvodaya.org/about/philosophy/collected-works-vol-1/the-movement>

Self Help Group success stories from Tamilnadu  
<http://www.hindu.com/2008/01/26/stories/2008012650340500.htm>  
<http://www.hindu.com/2007/12/09/stories/2007120956630500.htm>

Training Manual on starting a Self help group  
[http://www.tn.gov.in/tsunami/digitalibrary/ebooks-web/86%20Working\\_%20together.pdf](http://www.tn.gov.in/tsunami/digitalibrary/ebooks-web/86%20Working_%20together.pdf)

## Learning activities

The learning activities should be aimed at developing the following competencies:

- Understand the basic principles of social mobilisation
- Understand opportunities and problems for social mobilisation interventions
- Review critical lessons from past social mobilisation experiences
- Design social mobilisation programme

## Lectures, small group discussions/activities

1. Discuss the process and implementation of case studies on social mobilisation in India such as polio eradication or hygiene and sanitation to understand stages, partners, roles and responsibilities, and impact.
2. Draft indicators of social mobilisation impact in terms of communication and 'technical issues' (e.g. improved sanitation, immunisation rates, economic opportunities for women).

## Unit assessment/evaluation methods

- In-class exercises
- Case study/scenario analysis and challenge
- Assignments: Oral and written presentations

# MODULE 6C

## UNIT 9

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### Dialogue-based approaches

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#### General introduction

Community dialogues are premised on notions of participation, self-determination and local ownership. They are aimed at providing spaces for democratic expression and social connectivity that build trust and respect.

They consist of regular forums that draw participants to exchange information, share experiences, identify problems and develop solutions to common concerns. What is unique about this approach is that it is aimed at eliciting ideas, promoting listening, and encouraging collective understanding of the situation. It is a way of building a sense of common learning and action towards common goals. This is why dialogue is not simply about assessing problems or expressing personal views and stories. Integral to any form of dialogue-based communication is that it is simultaneously a forum for listening and for suppressed voices. It is a platform for reasoned conversations and action, and finding points of contact among people and shared viewpoints. It is a mechanism for people to recognise and address differences in order to move forward by building relationships and common goals.

The goal is to have 'safe' spaces for people to express their view, particularly those who are disempowered and are likely to feel uncomfortable communicating with others about sensitive matters. Dialogues could be tags to existing forms of collective conversations (e.g. workplaces, community talks in schools and clinics, youth clubs) and public spaces (parks, streets, markets), or in separate spaces with specific meeting times. Conversations are moderated by local facilitators who are deemed to be trusted and impartial voices by community members. They are trained on both conversational methods/moderation as well as specific technical matters to be able to guide/move the conversation. Moderators are not technical experts, rather, they are individuals who can ably steer the conversations, understand people's concerns, integrate their views in the dialogue, and create a pleasant and safe atmosphere for them to participate.

Facilitated by the dissemination of technology, dialogue-based approaches are often mediated through technology and electronic based systems in practice. Mobile Kunji, for example, is an initiative aimed at improving health-related behaviour. Conceptualised by BBC Media Action, it connects health workers and the marginalised in the chain

of behaviour change communication. The project consists of colour-coded cards with illustrations and a corresponding audio service that can be accessed by dialling a mobile code. Studies show that Mobile Kunji, by addressing issues like childcare, and family planning, has drastically improved engagement between workers and beneficiaries. Remote Medical Diagnostics (ReMeDi) is another technology-based intervention that connects health workers, clinics, and doctors to patients in rural and remote areas. ReMeDi allows for real-time consultancies through audio and video connections, sends basic diagnostic tests to doctors offsite, after which diagnoses and referrals are relayed back to the patients.

Community dialogue requires special materials that can be used to promote conversations, elicit opinions and reach agreements. Materials may include books, leaflets, fact sheets, posters, discussion cubes, cards and others. They may be designed with specific goals in mind, or can be more generic. Participatory design of the materials can be helpful as a previous step to the actual dialogue to assess suitable materials, images and words/phrases.

Typical approaches identify several steps for successful community dialogue, namely:

- Recognise a problem: Here the purpose is to understand how problems are recognised, and what prompts people to think that something needs public attention.
- Communicate concerns: What happens once someone raises questions or expresses concerns about problems. Who gets involved? What are the channels of communication? Who defines something as a problem?
- Clarify perceptions and beliefs about concerns/problems: The purpose is to develop a common framework to understand/interpret the situation – What is happening? What are the causes? What are the various ways of making sense of the situation?
- Ensure wide expression of views: It is important to ensure that multiple views are expressed to avoid problem definition that reflects particular, narrow concerns. Whose views need to be integrated? Whose voices are central? How is it possible to involve different community members?
- Scope of the problem: Community members should understand the scope, magnitude and urgency of the problem at stake.
- Envision solutions: The goal is to develop a common sense of a shared future that addresses concerns/problems previously identified. What kind of solution/ community reflects widely shared beliefs and desires?
- Set objectives: This is a step in which communities define expectations and objectives based on common concerns, resources and priorities. It is important that goals reflect wide expectations and demands, and are sensitive to broad needs and priorities that are already in place.

- Identify options for action: This step deals with identifying possible courses of action based on community resources and opportunities. What to do? Why? What are the alternatives? Why certain actions are best-suited given the goals and other circumstances?
- Develop consensus and plan for action: After options are identified, communities need to come together around actions that truly reflect community needs. It is important that selected actions are supported to ensure ownership and commitment across various sectors of the population. Actions need to be organised in a time sequence and appropriately organised on the basis of priorities and other considerations.

## Questions for discussion

- What are the principles of community dialogue?
- What are the indicators of success?
- What are the requirements for successful dialogue?
- Who may be suitable moderators?
- Does community dialogue operate by consensus or simple majority? Why?
- What are potential problems for community dialogue?  
How can they be overcome?

## Reading list

**Ailish Byrne.** How Ethiopian Youth and Community Dialogues Fight HIV/AIDS. <http://www.communicationforsocialchange.org/mazi-articles.php?id=317>

**UNDP.** Community dialogues [http://equatorinitiative.org/images/stories/Community\\_Aldeia/Community\\_Dialogues\\_Booklet.pdf](http://equatorinitiative.org/images/stories/Community_Aldeia/Community_Dialogues_Booklet.pdf)

**Favin M. 2004.** Promoting Hygiene Behavior Change within C-IMCI: The Peru and Nicaragua Experience. Prepared under EHP Project 26568/CESH.CIMCI.PAHO.Y5. Washington, DC 20523

**Dickin K and Griffiths M., Piwoz E., 1997.** Designing by Dialogue. A Program Planners' Guide to Consultative Research for Improving Young Child Feeding. Support for Analysis and Research in Africa. Prepared for the Health and Human Resources Analysis (HHRAA) Project By Manoff Group and SARA/AED.

**IDEA – UNDP 2007.** Democratic Dialogue – A Handbook for Practitioners. One United Plaza, New York, USA.

## Case study

UNICEF. Burundi 'Community Dialogue: Mobilising communities to bring hard-to-reach children to schools' [http://www.unicef.org/innovations/index\\_61213.htm](http://www.unicef.org/innovations/index_61213.htm) UNICEF. Facts for life video

## Learning activities

The learning activities should be aimed at developing the following competencies:

- Understand the principles of community dialogue
- Identify steps for successful dialogue
- Design and implement community dialogue activity
- Identify materials and messages for prompting dialogue
- Design moderator training unit

## Lectures, small group discussions/activities

1. Analyse the strengths of community dialogue to assess different assessments of problems and solutions in a given community. How does dialogue help to address conflictive views and solutions?
2. Discuss how dialogue helps to decide if there is no consensus about diagnosis and action when a minority of the participants prefer other options.
3. Discussion on a video based on a community dialogue, to assess the performance of the moderator and participants.

## Unit assessment/evaluation methods

- In-class exercises
- Case study/scenario analysis and challenge
- Assignments: Oral and written presentations

# MODULE 6C

## UNIT 10

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### The communication action plan

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#### General introduction

The communication action plan or implementation provides guidelines, timeline and summarises accumulated knowledge about the situation and strategic decisions (objectives, population groups, communication approaches).

The plan should start by identifying the main communication objective and link it to broad objective (e.g. promoting increased enrolment in grade school, breastfeeding, or immunization rates). The plan typically features distinct phases that identify clear objectives that, collectively, contribute to the central objective of the strategy. A first phase may be aimed at raising awareness and visibility of the issues, and bringing together relevant actors to identify problems, causes and solutions. A second phase may be focused on specific actions addressed at population groups whose participation and changes are deemed critical for the success of the programme. A third and final phase may consist of actions to reinforce change, and conduct evaluation of the programme. Different activities and communication approaches are utilised for each phase according to the objectives, which needs to be identified and briefly explained. Clear objectives need to be identified for each phase such as increased knowledge, changes in attitudes, changed risk perceptions, different social norms, increased media coverage, and so on.

Another complement of the plan is the identification of public/stakeholders according to their role in the programme. This includes primary public/stakeholders or key beneficiaries of the expected changes; secondary public/stakeholders or influencers or mediators whose opinions, values and actions may positively influence the primary public/stakeholders; and tertiary public/stakeholders, the groups whose actions are critical to promote environmental changes that, ultimately, positively affect the primary public/stakeholders.

This information can be summarised in an 'activity matrix' for each objective. An illustrative example follows.

### Communication objective

Public/ stakeholders	Current View (s)	Themes to address current views	Communication approaches	Activities
Primary public/ stakeholders			Mass media	Radio programme
			Folk media	Hoardings, wall paintings, folk media
			Community mobilisation	Community meetings with parents involving PRIs/SHGs
			IPC	One-to-one interactions through NGO workers, SHGs
Secondary public/ stakeholders general public, community members			Mass media	Radio programme
			Community mobilisation	Community meetings
			Mid media	Hoardings, wall paintings posters, folk media
Tertiary public/ stakeholders media			Advocacy	Media workshops

Also, activities, timelines and budgets can also be summarised in charts.

### Mass media

	Activity	Theme	Channel(s)	Number/ Frequency	Timeline	Cost
1.	Radio Soap – Season 1			26 episodes/weekly	On air from July – Dec	900000
2.	Radio Soap – Season 2			26 episodes/weekly	Jan – June	900000

### Questions for discussion

- What is the purpose of the communication action plan?
- What are the contents of the plan?
- How is the plan used?

## Reading list

UNICEF. 2012. Sanitation and Hygiene Advocacy and Communication Strategy Framework 2012-2017.

INFO Project Center for Communication Programs (2008). Tools for Behavior Change Communication. Johns Hopkins Bloomberg School of Public Health.  
<http://www.k4health.org/sites/default/files/BCCTools.pdf>

## Case study

UNICEF 2010. Communication Strategy for Prevention/Elimination of child Labor Engaged in Cotton Growing [http://www.kcci.org.in/\\_layouts/ContentManagement/KnowledgeRepository.aspx?Theme=Communication](http://www.kcci.org.in/_layouts/ContentManagement/KnowledgeRepository.aspx?Theme=Communication)

## Learning activities

The learning activities should be aimed at developing the following competencies:

- Understand the basic content of the communication action plan
- Design an implementation plan
- Critically review samples of plan
- Develop the ability to match objectives and activities and plot them in timeline and budgets

## Lectures, small group discussions/activities

1. Do a group analysis and discussion of existing communication action plans. Present report that summarises key contents.
2. Design a communication action plan based on information from existing or hypothetical programme.

## Unit assessment/evaluation methods

- In-class exercises
- Case study/scenario analysis and challenge
- Assignments: Oral and written presentations

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