



# COMMUNICATION FOR RURAL DEVELOPMENT SOURCEBOOK



# COMMUNICATION FOR RURAL DEVELOPMENT SOURCEBOOK

Prepared by

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In collaboration with:

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# ACRONYMS AND ABBREVIATIONS

<b>ADRM</b>	Agricultural Disaster Risk Management
<b>AI</b>	Appreciative Inquiry
<b>AIS</b>	Agricultural Innovation Systems
<b>ALL</b>	Adaptive Learning and Linkages
<b>ARC</b>	Agrarian Reform Communities
<b>BARI</b>	Bangladesh Agricultural Research Institute
<b>BLRI</b>	Bangladesh Livestock Research Institute
<b>BMD</b>	Bangladesh Meteorological Department
<b>BRAC</b>	Bangladesh Rural Advancement Committee
<b>B.Sc.</b>	Bachelor of Science
<b>CBNRM</b>	Community-Based Natural Resource Management
<b>CCA</b>	Climate Change Adaptation
<b>CCC</b>	Climate Change Cell
<b>CCCComDev</b>	Collaborative Change Communication
<b>CDC-UPLB</b>	College of Development Communication, University of the Philippines Los Baños
<b>ComDev</b>	Communication for Development
<b>CRR</b>	Community Rural Radio
<b>CSDI</b>	Communication for Sustainable Development Initiative
<b>CSO</b>	Civil Society Organization
<b>DAE</b>	Department of Agricultural Extension
<b>DAFO</b>	District Agriculture and Forestry Extension Service
<b>DENR</b>	Department of Environment and Natural Resources
<b>EBRM</b>	Ecologically Based Rodent Management
<b>ECRRP</b>	Emergency Cyclone Recovery and Restoration Project
<b>EO</b>	Executive Order
<b>FAO</b>	Food and Agriculture Organization of the United Nations
<b>FAQ</b>	Frequently asked questions
<b>FFS</b>	Farmer Field School
<b>FGD</b>	Focus Group Discussion
<b>GIZ</b>	Gesellschaft Für Technische Zusammenarbeit (former GTZ)
<b>ICT</b>	Information and Communication Technologies
<b>IDRC</b>	International Development Research Centre
<b>IEC</b>	Information, Education and Communication
<b>INIAF</b>	Instituto Nacional de Innovación Agropecuaria y Forestal (Bolivian Institute for Innovation in Agriculture, Livestock and Forestry)
<b>IRRI</b>	International Rice Research Institute
<b>IVR</b>	Interactive Voice Response
<b>JM\$</b>	Jamaican Dollar
<b>KII</b>	Key Informant Interview
<b>KISS</b>	Keep it Simple and Straightforward

<b>KSAP</b>	Knowledge, Skills, Attitudes and Practices
<b>LACC</b>	Livelihood Adaptation to Climate Change
<b>LBA</b>	Livelihood Baseline Assessment
<b>LCP</b>	Local Communication Plans
<b>LGU</b>	Local Government Unit
<b>M&amp;E</b>	Monitoring and Evaluation
<b>MDRyT</b>	Ministerio de Desarrollo Rural y Tierra (Bolivian Ministry of Rural Development and Land)
<b>MSC</b>	Most Significant Change
<b>M.Sc.</b>	Master of Science
<b>NARES</b>	National Agricultural Research and Extension System
<b>NGO</b>	Non-Governmental Organization
<b>NGP</b>	National Greening Programme
<b>NMRice</b>	Nutrient Manager for Rice
<b>OECD</b>	Organization for Economic Co-operation and Development
<b>PAFO</b>	Provincial Agriculture and Forestry Extension Service
<b>PAG</b>	Project Advisory Group
<b>PCSD</b>	Participatory Communication Strategy Design
<b>Ph.D.</b>	Doctor of Philosophy
<b>PLIC</b>	Plan Local de Innovación y Comunicación (Local Innovation and Communication Plan)
<b>PM&amp;E</b>	Participatory Monitoring and Evaluation
<b>PRCA</b>	Participatory Rural Communication Appraisal
<b>PRODERITH</b>	Programme of Integrated Rural Development in the Tropical Wetlands of Mexico
<b>PSA</b>	Public Service Announcement
<b>RCS</b>	Rural Communication Services
<b>SBOD</b>	Stakeholder, Behavior, Condition, Degree
<b>SMART</b>	Simple, Measurable, Achievable, Realistic and Time-Bound
<b>SMS</b>	Short Message Service
<b>SNA</b>	Social Network Analysis
<b>STRV</b>	Saline Tolerant Rice Variety
<b>TNA</b>	Training Needs Assessment
<b>TOT</b>	Training of Trainers
<b>UAGRM</b>	Universidad Autónoma Gabriel René Moreno
<b>UNFCCC</b>	United Nations Framework Convention on Climate Change
<b>UNFPA</b>	United Nations Population Fund
<b>UNICEF</b>	United Nations Children's Fund
<b>UPLB</b>	University of the Philippines Los Baños
<b>US\$</b>	US Dollar
<b>WCCD</b>	World Congress on Communication for Development



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The initiative is coordinated by Mario Acunzo, FAO ComDev officer, with the assistance of Marzia Pafumi, ComDev specialist. They authored the sourcebook together with Cleofe Torres and Ma. Stella Tirol, ComDev professors at CDC-UPLB.

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# FOREWORD

Today 70 percent of the world's poor live in rural areas and rely on agriculture as their main source of income. Their subsistence is seriously threatened by growing food demands, the degradation of natural resources and the severe effects of climate change. While agriculture becomes increasingly knowledge intensive, new development responses need to be site-specific and driven by local communities. For this reason, today more than ever rural communities require access to up-to-date and reliable information.

In this complex environment, communication acquires a strategic role to facilitate knowledge generation and sharing, while fostering the active engagement of concerned actors in development initiatives through dialogue and participatory decision making.

Communication for development (ComDev) is a people-centred approach that combines participatory methods with the power of media – ranging from rural radio to modern ICTs. In agriculture, it is particularly powerful, as it may ensure smallholders' access to relevant information and promote multistakeholder participation and collaboration. ComDev amplifies people's voices allowing rural communities to express their expectations and to share their knowledge. It can be a powerful driver, especially for vulnerable and marginalized groups, to take action and change their lives for the better.

FAO supports national institutions, farmer organizations and development programmes to enhance rural communication services at country level and advocates for the integration of ComDev in agricultural policies. But in order to achieve the potential of communication as an asset for development and social change, it is fundamental to empower local actors and strengthen their capacity to plan and manage communication processes.

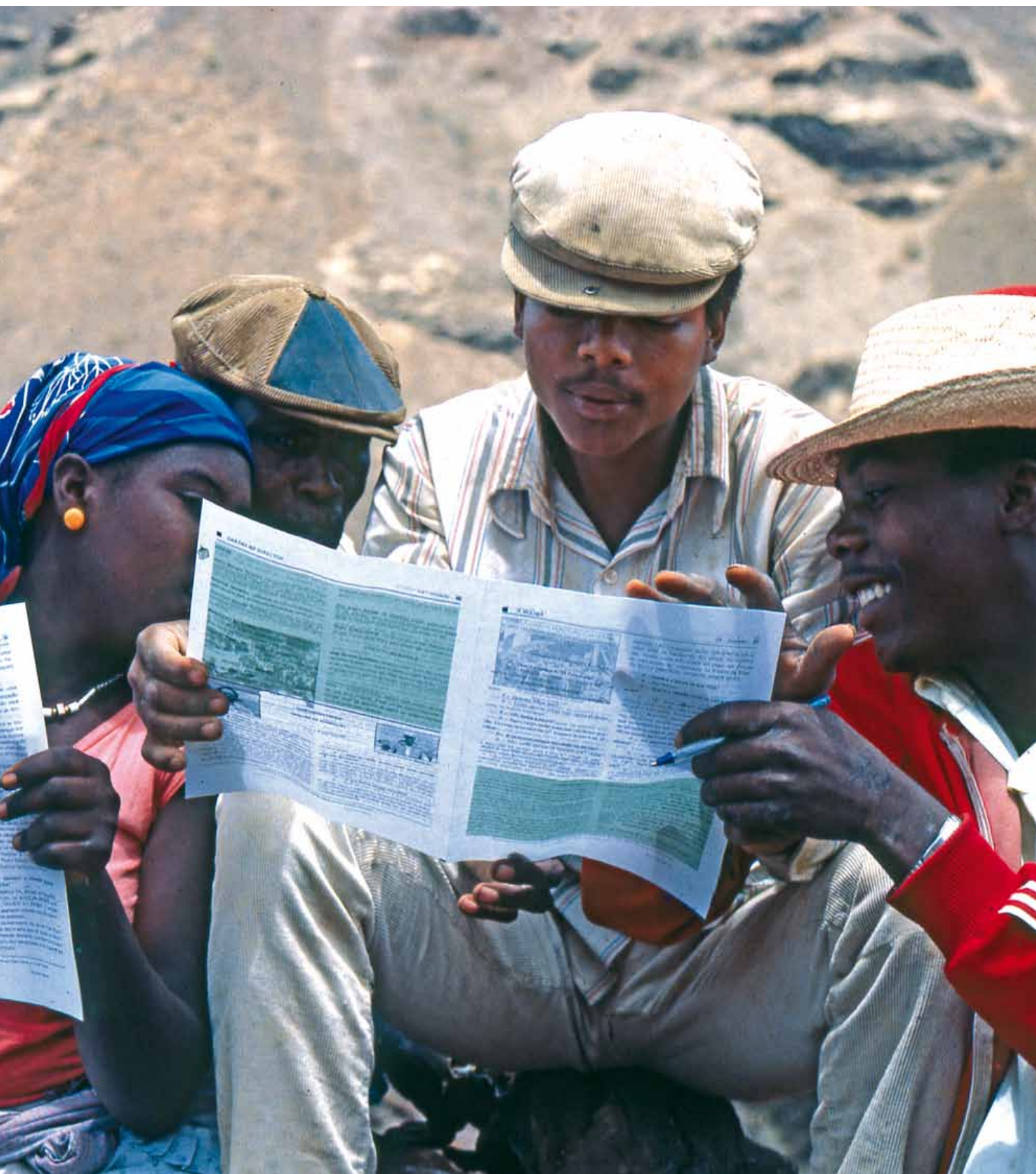
This *Sourcebook* is a timely and comprehensive resource for communication and development professionals who want to apply participatory communication in agriculture and rural development initiatives. It covers all phases of a ComDev process – from communication assessment and strategy design to participatory planning, implementation and M&E – featuring illustrative experiences and case studies. As a training resource, it also includes learning activities, practical tools and a guide to organize ComDev training.

The *Sourcebook* is the result of a fruitful collaboration between the FAO ComDev team and the University of the Philippines Los Baños, as part of the joint initiative *Collaborative Change Communication*. We hope that it will be a useful tool to inspire and guide the work of development programmes, rural institutions and field workers in the implementation of inclusive rural communication services.



Marcela Villarreal  
Director

Office for Partnerships, Advocacy and Capacity Development





# ABOUT THE SOURCEBOOK

## BACKGROUND

**Communication for Development (ComDev)** combines a range of participatory methods and communication tools to address the knowledge and information needs of rural stakeholders, and to facilitate their active involvement in development initiatives. Stakeholder engagement is required at every stage of the development process. To this end, field workers and community leaders need to enhance their skills in designing and implementing participatory communication strategies and services, especially to face new pressing challenges in the agricultural sector.

The World Congress on Communication for Development<sup>1</sup>, the 11<sup>th</sup> UN Roundtable on ComDev<sup>2</sup> and more recently the FAO Expert Consultation on Communication for Rural Development<sup>3</sup> recognized the need to focus on capacity development in ComDev at all levels, and recommended to develop ad hoc learning programmes fostering inter-agency cooperation.

As a follow up to these recommendations, in collaboration with the College of Development Communication, University of the Philippines Los Baños (CDC-UPLB) and the Communication for Sustainable Development Initiative (CSDI), FAO launched the project “**Collaborative Change Communication: Learning and Sharing in Communication for Rural Development**”<sup>4</sup>.

The project team assessed learning needs and training opportunities in ComDev as a basis for formulating a capacity development response and designing this sourcebook. In addition, a web platform was set up as interactive hub for learning and knowledge sharing in communication for rural development: **CCComDev** features an ever growing repository of publications and learning resources, a world map of training opportunities, a spotlight on relevant news and events, and a multimedia gallery. It links up with regional platforms such as **ComDev Asia**, **Yenkasa Africa** and **Onda Rural** (see Box A in the Guide to ComDev training), and integrates social media to enable innovative forms of collaboration and the creation of a global community of practice in ComDev.

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1 World Congress on Communication for Development (WCCD). Rome, 25–27 October 2006.

2 11<sup>th</sup> UN Inter-Agency Round Table on Communication for Development. Washington DC, 11–13 March 2009.

3 FAO Expert Consultation on ‘Communication for Development: Meeting today’s agriculture and rural development challenges’. Rome, 14–16 September 2011.

4 The Collaborative Change Communication project entailed three main steps: (a) assessment of learning needs and mapping of training opportunities in ComDev; (b) design and production of ComDev sourcebook and learning materials; (c) establishment of the web-based CComDev platform.

## OBJECTIVES

This sourcebook is meant to equip development and communication professionals with a useful set of guidelines, reference materials and learning resources to apply communication in rural development initiatives.

The main goal is to enable readers to design and implement rural communication strategies combining participatory methods with communication processes, media and tools best suited for a specific situation. In particular, the sourcebook aims to develop the following capacities in ComDev:

1. **Identifying the phases and steps in communication planning for development.**
2. **Conducting situational analysis and participatory communication appraisal in the field.**
3. **Developing a workable communication strategy and plan of action.**
4. **Facilitating multistakeholder dialogue and collaboration to successfully implement ComDev activities.**
5. **Designing, pre-testing, producing and using multimedia ComDev materials.**
6. **Assessing the results of ComDev initiatives and promoting long-term sustainability.**
7. **Understanding ComDev as it applies to agriculture and rural development issues.**

## WHO CAN BENEFIT?

This sourcebook is intended primarily as a reference book for **communication practitioners** who want to apply ComDev in development initiatives tackling agriculture and rural development issues.

In particular, **communication trainers and facilitators** will find the sourcebook useful for developing ad hoc training programmes to enhance the communication skills of field workers and rural communities. To this end, it includes learning activities and a practical guide to plan and conduct ComDev workshops in the field, tailored to specific learning needs and contexts.

The content of this sourcebook can be adapted and repackaged to address the needs of different types of learners:

- field staff engaged in rural development initiatives and projects dealing with natural resource management, agricultural innovation, food and nutrition security, climate change adaptation or disaster risk reduction and management;
- communication practitioners and community media workers;
- extension workers employed by local and national government agencies;
- field agents from NGOs and grassroots organizations;
- agricultural technicians and professionals engaged in information dissemination and knowledge transfer processes;
- other development professionals and learners who make use of communication in their jobs.

Noticeably, handling the wide range of concepts, methods and tools presented in this sourcebook requires orientation, a gradual mentoring process or a proper Training of Trainers (TOT) workshop. It is therefore advisable that prospective trainers are supported and mentored by ComDev specialists during the design of a training course, before its field implementation<sup>5</sup>.

Moreover, this text can serve as a valuable resource for **universities and training institutions**, as well as for **experienced communication professionals** who can pick out practical tools, techniques or examples related to specific tasks in their own work.

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5 The CComDev platform ([www.ccomdev.org](http://www.ccomdev.org)) is the ideal site to access online mentoring and coaching services and engage in a dialogue with the FAO-CDC team who developed this sourcebook. The community also offers opportunities for sharing lessons learned on the application of communication to rural projects and participating in group discussions with other ComDev practitioners.

## CONTENT OVERVIEW

Contents are based on the experience of ComDev professionals in engaging rural stakeholders to promote development and social change. The sourcebook consists of seven modules and a guide for trainers:



### Module 1 Introduction to ComDev planning

Module 1 introduces the principles and methodological aspects of Communication for Development (ComDev), with a focus on the agriculture and rural development context. It defines ComDev's role in facilitating multistakeholder participation, dialogue and cooperation in areas such as natural resource management, food security, agricultural innovation, climate adaptation or disaster risk management. The principles and the overall process of participatory ComDev planning are presented, providing an overview of its different phases and steps.



### Module 2 Participatory communication appraisal

Module 2 describes the starting point of the ComDev process: the participatory rural communication appraisal (PRCA). It explains the benefits of conducting a preliminary situation analysis to identify, for example, policies and programmes that may hinder or facilitate ComDev activities or potential partners.

In detail, it demonstrates how the field research serves to:

- identify, prioritize and segment ComDev stakeholders;
- analyze their knowledge, skills, attitudes and practices (KSAP) as the basis for setting ComDev objectives;
- assess existing communication resources and social networks to determine opportunities in ComDev implementation.



### Module 3 Designing the ComDev strategy and plan

Module 3 presents the steps to formulate a ComDev strategy and plan of action. Using findings from the communication appraisal, planners can:

- select the key issue and priority stakeholders to address;
- set the communication objectives;
- pinpoint the core content of the strategy;
- select appropriate communication approaches, methods and channels.

The module looks at the advantages and limitations of different communication channels, explaining the value added of a creative media mix. Finally, it brings together all the elements to assemble the ComDev strategy and to derive from it a concrete plan of action.



## **Module 4 Implementing the ComDev plan**

Module 4 explains how to put into practice the ComDev plan and how to effectively mobilize project staff and rural stakeholders for successful field implementation. It focuses on establishing partnerships with local and national institutions, farmer organizations, media and private actors to win their commitment and support in implementing ComDev activities.



## **Module 5 Participatory message and materials development**

Module 5 addresses stakeholder involvement in identifying relevant contents and packaging them into effective communication materials. From message design to the preparation of a full-fledged production plan, including budgeting and pre-testing, the module guides through the different steps that lead to the actual realization of communication products.



## **Module 6 Assessing results and fostering sustainability**

Module 6 illustrates the steps to follow in monitoring and evaluating a ComDev initiative using participatory techniques to involve the concerned stakeholders. It also devotes a section on how to build up towards the sustainability and up scaling of ComDev efforts.



## **Module 7 Applying ComDev to rural development challenges**

Module 7 showcases lessons learned on ComDev applications to rural development challenges, taking a closer look at natural resource management, food and nutrition security, agricultural innovation, climate change adaptation and disaster risk management. Selected experiences are featured to highlight the impact that ComDev has had in a variety of projects around the world. A final learning activity gives readers the opportunity to apply the knowledge and skills gained from previous modules to develop their own ComDev strategy and plan.



## **Guide to ComDev training**

This additional section guides communication professionals and facilitators on how to best use the resources in this sourcebook for training purposes. It provides practical tools and tips for designing, organizing and delivering a well-tailored and effective ComDev training.

Completing the sourcebook, the Annexes provide additional information and examples to appreciate various ComDev media, their use and the related production processes.



## MODULE STRUCTURE

Each module consists of thematic sections, introduced by a description of:

- **Rationale** – background to the module’s topic and links with the overall ComDev process.
- **Key concepts** – main ideas that will be brought up in the module.
- **Content abstract** – summary of the subject of each module section.
- **Learning objectives** – knowledge and skills readers are expected to acquire after completing the module.

Easy to spot throughout the sourcebook, the following features are also provided:



**ACTIVITIES** – friendly exercises meant for readers to reflect on what they have learnt and how this can be applied to their work. Facilitators can use these during training sessions to give participants an opportunity to take a break, sit back and see how much they have understood. The activities are proposed as a progressive learning path, but can be modified according to different training needs and agendas.



**WORKSHEETS** – ready-made matrices and templates that are useful as analytical and planning tools. The worksheets are designed to be filled in by the readers or printed/copied and distributed as handouts to training participants. They may also be translated into local languages and compiled into a basic ComDev planning toolkit.



**EXAMPLES** – field experiences and project cases that demonstrate the principles, processes or methods discussed in the modules. While providing a real case scenario to support key learning points, the examples showcase how ComDev is concretely applied to meet specific development goals. Facilitators preparing a training session can also adapt the examples provided according to the specific participant group, thematic focus and local context.



**PARTICIPATION CLUES** – tips and highlights related to the benefits and value added of participation and stakeholder engagement as key enablers for the overall ComDev process.

Finally, all modules include a list of references, additional readings and links to a wide array of online and multimedia resources.

## HOW TO USE THE SOURCEBOOK AS A TRAINING SUPPORT TOOL

The **Guide to ComDev Training** at the end of this sourcebook has been developed to provide communication professionals, as well as programme managers and coordinators, with a practical step-by-step guide to designing, planning and delivering training on ComDev.

To start with, trainers need to know who the intended participants are, so the content can be tailor-fitted to their learning needs. It is important to ensure that participants are willing to devote enough time to the training sessions, and work on the activities designed to hone their skills.

A combination of different approaches and exercises should be offered, including participatory methods like hands-on group activities, the use of audiovisual materials or visual aids, as well as energizing activities like role play and games.

While the seven modules constitute the main source and reference for contents, the guide serves as a roadmap to properly use them for training purposes. It addresses practical aspects and makes available tools and tips to plan and conduct effective ComDev training.

Finally, while this sourcebook is essentially field-oriented, the contents provided can be easily adapted to develop distance learning activities. It can also be used to steer knowledge sharing among members of virtual communities of practice, such as the CComDev platform.



# MODULE 1

## INTRODUCTION TO COMDEV PLANNING

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## RATIONALE AND KEY CONCEPTS

Communication planning is undeniably a crucial part of development work but surprisingly it is often overlooked. In fact, in many development projects and programmes this task is neglected. Although communication can be seen as ad hoc, it has to be carefully planned and monitored from the beginning to yield better results, in the short and long run.

Communication activities must be anchored on the needs and resources of the intended stakeholders. This commitment should be concretely reflected in a specific work schedule and budgetary allocation. The effectiveness of communication activities also needs to be readily measurable against realistic targets and solid indicators. Communication planning systematically guides towards identifying the *when*, *where* and *how* of accomplishing the projected goals.

This module is designed to introduce the principles and methodological aspects of ComDev planning, with a focus on the agriculture and rural development context.

The following key concepts will be illustrated:

**Communication for Development (ComDev)** is the systematic use of participatory communication methods and tools to facilitate information and knowledge sharing among the stakeholders of a development initiative, in order to achieve common goals.

**Participatory planning** is a process by which local people and project staff jointly formulate and implement a development plan.

**ComDev planning** is a participatory and structured process of designing the best strategy and series of actions by which a communication process will achieve the intended objectives. It involves establishing a dialogue and mobilizing the intended stakeholders to determine appropriate communication outputs according to their characteristics, needs, capacities and resources.

## CONTENT ABSTRACT

**Section 1** outlines the context of ComDev planning in agriculture and rural development. It presents a number of challenges and opportunities where knowledge and communication emerge as strategic assets for rural development. It also defines ComDev as a unique communication approach and its role in facilitating multi-stakeholder participation, dialogue and cooperation.

**Section 2** elaborates on the principles and expected results of participatory planning, to later look at the distinct phases and steps that constitute the ComDev planning process. It also illustrates how these principles and steps can be applied to plan and implement communication activities at different levels (e.g. national, local, project level).

## LEARNING OBJECTIVES

At the end of this module, the reader should be able to:

1. Describe the ComDev approach.
2. Explain the value added of communication in agriculture and rural development projects.
3. Discuss the principles and advantages of participatory planning in development.
4. Identify the different phases and steps in the ComDev planning process.





## SECTION 1

# COMMUNICATION FOR RURAL DEVELOPMENT: AN OVERVIEW

### 1.1 TODAY'S RURAL DEVELOPMENT CONTEXT

Rural development concerns usually focus on determining what rural people need in order to move up the socio-economic ladder. Most interventions revolve around investments and **technologies** that would improve livelihood, and the **inputs** necessary to put these technologies into use. While these are considered necessary conditions to help bring about development, they are not necessarily sufficient to sustain the desired progress.

Development efforts in recent years have started to focus on other equally important factors such as **human capacity** and access to **relevant information, knowledge and services**. Documented experiences and lessons from the field have in fact indicated that development tends to fail for two basic reasons (Mefalopolus, 2008):

- lack of participation
- ineffective communication

This has increasingly drawn attention from purely technological aspects to the **institutional and social gaps** that can affect rural development, such as (Leeuwis and Hall, 2010):

- lack of information and knowledge about correct technologies and practices for managing the fragile natural environment;
- unresolved social and political conflicts that prevent communities from working together to address communal needs and interests;
- far-flung and isolated rural communities with no access to information that could help them prepare for any eventuality;
- poor skills or capacity of rural actors to undertake development initiatives on their own;
- weak capacity of local institutions to respond to local needs;
- lack of physical and social infrastructures support at the local level that would enable to enhance human and social capital.

In all the above, it is clear that the element of good communication becomes part of the solution. Responding to these challenges requires a combination of immediate, medium and long-term measures directed towards:

- strengthening rural knowledge institutions;
- improving knowledge and information sharing among the variety of rural actors and stakeholders (national agricultural research and extension systems, educational institutions, private service providers, grassroots organizations, NGOs, etc.);
- encouraging people's participation to promote concerted action.

Rural development involves **participatory innovation and social learning**. For innovation, it makes use of small-scale, low-cost and simple technologies made possible by whatever resources local communities have. For social learning, stakeholders engage in processing lessons gained from experience and share these among themselves as a basis for improving practices. Building local capacity therefore begins with the identification of local talents, good practices and know-how within rural communities. This requires **multistakeholder participation and dialogic communication**. People's empowerment, both as a means and an end, lies at the heart of this approach to rural development where information, knowledge and communication are to be considered strategic assets (FAO, 2010).

## 1.2 WHAT IS COMDEV

As defined during the World Congress on Communication for Development in 2006:

*“ComDev is a social process based on dialogue using a broad range of tools and methods. ComDev is about seeking change at different levels including listening, building trust, sharing knowledge and skills, building policies, debating, and learning for sustained and meaningful change. It is not public relations or corporate communications.”*





In order to reach a consensus and achieve common development goals, ComDev involves the systematic use of participatory communication methods to facilitate information and knowledge sharing among all stakeholders. This approach allows for planning and implementing communication activities that respond to the characteristics and needs of the rural population, facilitating the integration of local or traditional media with the use of new information and communication technologies (ICTs).

ComDev is a transformative process by nature: the learning it generates and the empowerment it nourishes both lead to social change (Besset, 2005). This is well captured by Fraser and Restrepo-Estrada (1998):

*“ComDev is the use of communication processes, techniques, and media to help people gain a full awareness of their situation and their options to change, to resolve conflicts, to work towards consensus, to help people plan actions for change and sustainable development, to help people acquire the knowledge and skills they need to improve their condition and that of society, and to improve the effectiveness of institutions.”*

To better define ComDev, Table 1.1 summarizes the purpose, functions and required competencies of different communication approaches commonly encountered in development organizations.

Table 1.1 **ComDev compared with other communication approaches**

Feature	Corporate Communication	Internal/ Organizational Communication	Advocacy Communication	Communication for Development
Purpose/ Definition	Communicates the mission and activities of the organization, mostly for external audiences	Facilitates the flow of information within an institution, organization or project (sometimes this area can be included in corporate communication)	Influences change at the public or policy level and promotes issues related to development	Seeks sustainable social change by engaging and empowering relevant stakeholders
Main function	Uses media outputs and products to promote the mission and values of the institution; informs selected audiences about relevant activities	Ensures timely and effective sharing of relevant information within the staff and institution unit; enhances synergies and avoids duplication	Raises awareness on hot development issues; uses communication methods and media to influence specific audiences and support the intended change; promotes participation in new policies and change	Supports equitable access to information, knowledge and communication resources; facilitates participation, dialogue and collective action
Required core competencies	Public relations, institutional communication, excellent writing skills, press releases, broad media network contacts	Institutional communication, excellent writing skills, web and internet skills	Public relations, marketing, experience in media campaigns and advocacy campaigns	Communication research, participatory approaches, adult education, community media, consultations and facilitation skills

Source: Adapted from Mefalopulos, 2008

What makes ComDev unique and different from other communication approaches is its participatory and holistic view of development. It does not merely address behaviour change through one-way communication, but calls for an integrated approach based on two-way, interactive and participatory communication processes. This builds on the understanding that communication and participation are two sides of the same coin (Ramirez and Quarry, 2004).

Likewise, ComDev emphasizes and supports the active engagement of stakeholders in defining their problems, identifying alternative solutions and negotiating often difficult options. Rather than solely focusing on the media and technologies used, it encourages stakeholders' empowerment through dialogue, knowledge exchange and mutual learning.

In sum, ComDev is NOT:

- a one-way, top-down transfer of information;
- technology transfer or diffusion of innovations;
- just a matter of getting the message right or mounting public awareness campaigns;
- a social marketing effort persuading to adopt new behaviours.

ComDev's brand is in its process: it goes beyond message-based approaches to ensure that relevant stakeholders and expertise are engaged in the development efforts. It systematically makes use of participatory media, tools and techniques to bring out the local voices and facilitate dialogue, in order to deepen and authenticate the development options to be pursued (Protz, 2009).

### 1.3 COMDEV'S ROLE IN AGRICULTURE AND RURAL DEVELOPMENT

*“Development is about change and change cannot occur without communication”*  
(Mitchell, 2005)

Communication for development can be applied in the rural sector as a **crosscutting approach** to address key interrelated issues such as natural resource management, agricultural innovation, food and nutrition security, climate change adaptation, disaster risk management, among others. Such issues can only be addressed in an **integrated** manner through collective decision making and collaboration among different actors.

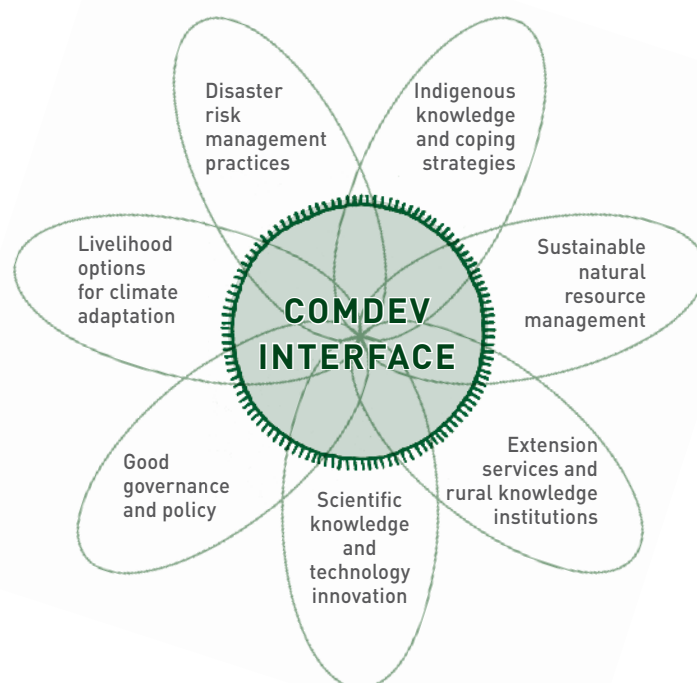
For this to happen, rural stakeholders must be deliberately involved to have a say and dialogue with other sectors of society. For example, pollution of rivers and waste management cannot be solved alone by government agencies mandated to do the job. Households, industries, farmers, fishers, policy makers and law enforcers among others, have to discuss and consider varying viewpoints and stakes. Similarly, coping with a changing climate and managing the risks brought about by its disastrous effects require collective community efforts to save lives and properties.



In integrated rural development efforts, particularly in community-based approaches, ComDev serves as a means to **expand and deepen the interface** among the many issues and areas of expertise involved, ensuring that all the needed actors and knowledge domains are included in the dialogue, hence, in the resolution effort (FAO, 2010).

As an example, Figure 1.1 represents the various development issues and areas of expertise that intervene in **community-based natural resource management and climate change adaptation**, and their interface facilitated by the application of ComDev.

Figure 1.1 **ComDev-facilitated interface**



Source: FAO, 2010

In this facilitation role, ComDev combines several communication functions (Acunzo, 2009):

- identifying local knowledge, needs, expectations and priorities;
- facilitating equitable access to relevant information and knowledge;
- strengthening peoples' capacity to make their voices heard (building on existing communication systems and local contents);
- fostering multistakeholder dialogue and decision-making processes (involving policy makers, rural institutions, smallholders and local communities);
- promoting participation and collaborative action;
- enhancing mutual learning and co-creation of knowledge;
- improving negotiation, coordination and networking.

Another example is ComDev support to rural knowledge institutions and stakeholders for triggering **agricultural innovation**, by:

- increasing the responsiveness of extension and advisory services to the needs of smallholder farmers;
- bridging the gap between scientific knowledge and sound local knowledge;
- facilitating participatory research;
- enhancing collective learning and horizontal knowledge sharing among farmers;
- strengthening the dialogue between research institutions, government organizations and rural communities.

Likewise, in **disaster risk management** initiatives ComDev contributes to enabling vulnerable rural communities to get organized for quick response or to avoid being exposed to risks, by:

- implementing awareness and education campaigns to inform and guide the population (on threats, preventive measures, institutional responsibilities, etc.);
- promoting active participation of vulnerable communities in risk management plans and policies;
- identifying current practices, adaptation strategies and coping skills;
- documenting and validating best indigenous practices and local technologies;
- involving rural communities in monitoring key indicators;
- implementing early warning systems using community-based communication channels;
- mobilizing the support of different social sectors to promote rehabilitation and reconstruction in affected communities.

ComDev can therefore be considered a strategic tool in pursuing rural development goals, as it increases the participatory base of the process and facilitates the coordination of efforts, leading towards collaborative and more sustainable change. More detailed examples of ComDev application and contribution to specific issues in agriculture and rural development can be found in **Module 7**.



### ACTIVITY 1.1 DEVELOPMENT ISSUES AND ROLE OF COMDEV

Considering a rural development project you are currently involved in, identify at least three issues or concerns which can be addressed using ComDev, and explain briefly what ComDev contribution could be.

ISSUE/CONCERN	ROLE OF COMDEV
1	
2	
3	





## SECTION 2

# PARTICIPATORY COMDEV PLANNING

### 2.1 PARTICIPATORY PLANNING

Tackling development issues, exploring and experimenting appropriate solutions cannot be done only by researchers, extension workers and development practitioners. It is essential to involve rural stakeholders and local community members as active partners in the diagnosis, discussion and problem-solving process.

Participation, one of ComDev's pillars, entails:

*“the equitable and active involvement of all stakeholders in the formulation of development policies and strategies and in the analysis, planning, implementation, monitoring and evaluation of development activities”*

(FAO, 2004a)



#### PARTICIPATION CLUES

Participation is not merely enlisting community support for a development project or gathering information from community members about their problems or needs. Rural people should gain knowledge and awareness of their own social, economic and political conditions so they can deal with their common issues and consciously take the initiative to seek change, innovate and find solutions. In this process, experts are required but only as facilitators (FAO, 2003).

Participatory planning gives people a say and ensures that development interventions are appropriate to the needs and preferences of intended stakeholders. Usually, governments or other development agencies including civil society organizations (CSOs) initiate the participatory planning process; while participating stakeholders include rural or urban local communities, community-based organizations and local CSOs. The level of participation can be minimal (e.g. information-gathering or consultations) or more active (e.g. identifying, prioritizing and designing programme activities).

Oltheten (1999) describes participatory planning as joint actions of local people and project staff in formulating a development plan and selecting the best available alternatives for implementing it. Each stakeholder group may have its own agenda, mandate and responsibilities; the challenge is to identify and agree upon actions suitable for all parties. During participatory planning, a **learning process of dialogue, negotiation and decision-making** takes place among project stakeholders and project staff. Through it, project activities are aligned to local needs, constraints and opportunities.

In the end, participatory planning is expected to produce four sets of results as shown in Figure 1.2:

Figure 1.2 **Expected results of participatory planning**

A multiple-way learning process	Community ownership over the initiative	Enhanced political and institutional support	A gradual process of local empowerment
Establishing horizontal relationships between and among various parties involved (local community, project staff, rural institutions, government) enables timely adjustment of project services to changing local realities.	The integration of technical support with local knowledge systems leads to development strategies and projects shaped according to local needs, opportunities and constraints. This encourages community mobilization and ownership.	Building a platform for dialogue and common understanding between decision makers and rural communities, increases the capacity of local stakeholders to claim higher-quality services and stronger political commitment.	Creating opportunities also for disadvantaged groups to access external resources (training, credits) or mobilize their own resources (knowledge, skills) enhances the capacity to voice their interests and take action to defend them.

**ComDev planning** is a participatory and socially inclusive process: it aims to incorporate and reconcile a variety of views from community members, local leaders, government officials, rural institutions, local media and subject matter specialists. The very essence of ComDev is that it is done not only *for* the people but *with* the people.





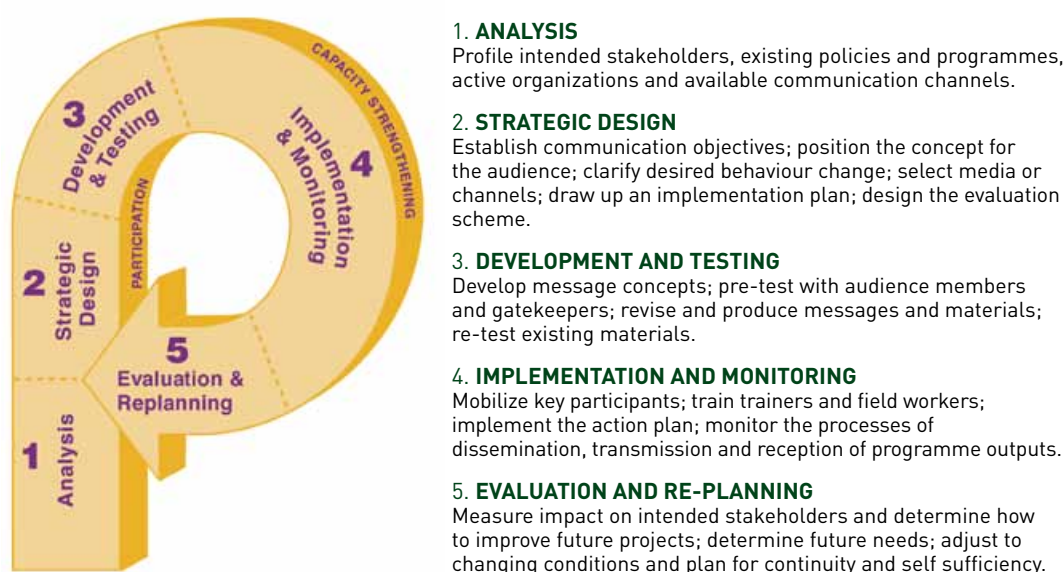
In fact, the planned use of communication techniques, activities and media creates an opportunity for people to both experience and guide change (Fraser and Villet, 1994). **Participatory local communication planning** (see Section 1 of Module 4) is certainly the best opportunity to tap whatever potential is in the community to create a sense of inclusion and motivation among the stakeholders. When project stakeholders are involved in planning, they already initiate change at the local level. During the design process, they use their knowledge, experience and insights to ensure that the ComDev plan meets local needs and demands, is effective and culturally appropriate. At best, they will take over the responsibility for decision-making and management of communication activities and services. This has long-term effects and benefits for sustainable development and people's empowerment.

## 2.2 THE COMDEV PLANNING PROCESS

Communication planning requires a clearly defined strategy with specific goals, established in advance, and a measurable impact on the intended stakeholders.

The steps in strategic communication planning are nicely captured by the **P-process**, a framework developed at the Johns Hopkins Bloomberg School of Public Health in 1982. It was successfully applied to design health communication programmes worldwide. The model was revised in 2003 to embed two concepts that are crucial to programme sustainability: participation and capacity strengthening (see Figure 1.3).

Figure 1.3 **Steps in strategic communication**



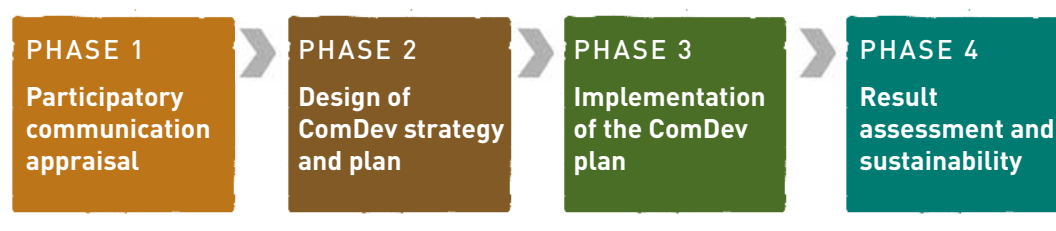
Source: Health Communication Partnership, 2003

The P-process is a suitable reference model for ComDev planning. However, what makes ComDev planning unique is the use of **participatory methods and techniques** to determine the design and contents of the communication activities based on the actual needs, opportunities and constraints of rural stakeholders.

A ComDev strategy can be as elaborated or simple as needed, but to be effective it should always derive from the findings of a participatory communication appraisal. Promoting the active involvement of local stakeholders is an element that permeates also the implementation of the ComDev plan: from the design, production and pre-testing of communication materials to other facilitation activities aimed at mobilizing people, consensus and resources. Monitoring efforts run through the entire process to provide inputs for the final evaluation, but also to potentially modify the strategy and plan, based on new information gathered, or new intervening factors.

ComDev planning is therefore a dynamic process, adjustable according to the situation, the time and resources available and, most importantly, the agenda of project stakeholders. For clarity purposes, the process is divided into **four distinct phases** which will be fully explained in the next modules of this sourcebook<sup>1</sup>:

Figure 1.4 **The four phases of the ComDev process**



## PHASE 1: Participatory communication appraisal

The first phase involves studying the context where a project is being implemented, including key issues at stake, policy framework, stakeholders' characteristics, views and resources that would have a bearing on the design and implementation of ComDev activities. A preliminary analysis of the situation, mainly based on secondary data, sets the focus for the field appraisal that, using PRCA techniques, generates insights on stakeholders' knowledge, skills, attitudes and practices, as well as on their communication needs, preferences and resources.

<sup>1</sup> It is worth noting that there is no direct correspondence between the phase numbers and the module numbers in this sourcebook.



## PHASE 2: Design of communication strategy and plan

In the second phase, PRCA results become powerful accounts to define clear, stakeholder-specific communication objectives and intended results. A major output is the formulation of the ComDev strategy, which includes the selection of appropriate communication methods, channels and outputs. The strategy is then translated into a plan of action that specifies the communication activities and outputs foreseen, while outlining financial, material and human resources required.

## PHASE 3: Implementation of the ComDev plan

Phase three involves the actual implementation of planned communication activities. A ComDev specialist is also a facilitator who has to enable stakeholders' dialogue and inclusion in decision-making, to reach consensus and mobilize all available resources. Influential sources of information and advice identified during the PRCA will be engaged, while solid alliances will be established with relevant actors, organizations and media. It is also important to equip field staff with the communication and facilitation skills needed to handle the process. The participatory planning efforts will result in the development of thought-provoking messages and communication materials such as radio programmes, videos, TV shows, drama, comics or online campaigns, among others.

## PHASE 4: Result assessment and sustainability

Monitoring is a continuous procedure that runs through the whole process to assess whether or not the ComDev strategy is being implemented according to plan and how successfully. In this final phase, it allows to measure the effectiveness of ComDev activities after implementation and evaluate their impact in terms of contribution to the overall development objectives. Special attention is also given to ensuring the sustainability of ComDev activities and/or services after the project's end.

Figure 1.5 represents a **full-fledged ComDev planning process** with an ideal sequence of steps and outputs under each phase. It is important to note that in reality the process is not necessarily as linear as depicted in the graph: it has been flattened only to capture the various elements more clearly.

Figure 1.5 The ComDev planning process



This overview of the different phases in ComDev planning serves as a starting point for learning. The self-assessment activity in the next page will be helpful to measure the level of competency in ComDev. During a training workshop, it can be used to better define participants' knowledge, stimulate a discussion about their expectations and provide a baseline to evaluate progress.



## ACTIVITY 1.2 ASSESSING COMPETENCY IN COMDEV PLANNING

Rate your current level of competency in the different phases of ComDev planning, using a scale of 1-5 where: 5 = very good; 4 = good; 3 = fair; 2 = poor ; 1 = very poor. Then simply average your score to find out your overall starting level.

PHASES IN COMDEV PLANNING	RATING
1. Participatory communication appraisal	
2. Design of ComDev strategy and plan	
3. Implementation of the ComDev plan	
4. Result assessment and sustainability	
Average Score	

## 2.3 MULTILEVEL COMMUNICATION PLANNING

Communication planning is an activity that can be done at various levels. The same principles and steps indicated in the previous paragraph can be followed for programmes or projects at the national, regional, provincial, municipal, or village level. The scale of data that will be gathered and the scope of dialogue with the stakeholders will differ for each level.



For example, the planning process for the establishment of **Rural Communication Services (RCS) in Bangladesh<sup>2</sup>** involved people at both the local and national level.

The communication appraisal looked closely into:

- key rural communication issues, needs and opportunities;
- policy and organizational environment;
- national and local stakeholders and their characteristics;
- knowledge, skills, attitudes and practices in rural communication services;
- communication resources available at national and *Upazila*<sup>3</sup> level.

2 FAO TCP/BGD/3205 'Enhancing Rural Communication Services for Agricultural Development in Bangladesh through Community Rural Radio'.

3 *Upazila* indicates local administration units or sub-districts in Bangladesh.

Data pertaining to all the above were elicited from selected actors and institutional stakeholders with an interest or influence in RCS at both levels, as shown in Table 1.2.

Table 1.2 **Bangladesh RCS stakeholders at the national and local levels**

National level	Local (Municipal) level
High government officials (ministers, secretaries of concerned ministries)	Local officials, Upazila Council (chair, union Nirvahi officer)
Agriculture Information Service Department of Agricultural Extension	Upazila Agriculture Office
Research institutes covering various agricultural crops (rice, sugar, jute, livestock, fish, cotton, fruits, horticultural crops, etc.) and functions (marketing, processing, exporting)	Upazila Agriculture Office
Academe (agricultural universities)	Local schools and colleges
National media organizations (Bangla Betar)	Local media organizations (rural radio, community newspapers), village information centres
NGOs (Bangladesh NGO Network for Rural Communication, Practical Action, BRAC, ICT corporations, etc.)	NGOs based at local level (Plan International, World Vision, Practical Action, etc.)
Federation or coalition of farmers organizations	Farmers organizations
Private sector (seed growers, trader groups)	Women and youth groups, artists, members of cultural minorities

The communication appraisal yielded the findings summarized in the matrix below.

Table 1.3 **Results of the communication appraisal at the national and local levels**

Focus of analysis	National level	Local level
Information needs	New and modern technologies in agriculture, forestry and environment; new opportunities and projects in rural development; education and culture	Local news, weather forecast, crop varieties tolerant to drought and salinity; livelihood opportunities in the light of climate change; disease and pest management affecting local crops
Communication environment	Highly favourable support from high officials who consider RCS as pioneering effort in Bangladesh	Favourable support from majority of stakeholders with political interest intervening in the process
Core content/ Key messages	Focus on new opportunities in agriculture and rural development in the light of occurring climate change	Local weather forecast, crop varieties tolerant to drought and climate change, localized response to pest and diseases
Communication resources	Relatively varied and modern, but contents are general	Relatively scanty and do not address local needs in terms of content
Communication approaches	Advocacy Social mobilization Networking and partnerships	Advocacy Social mobilization Community organizing Volunteerism
Communication channels and tools	Mass media (TV, newspapers) for broader and faster information dissemination	Community rural radio interfacing with other ICTs and local media; more advisories from local sources (village officials, sub-assistant agricultural officers)





The ComDev planning process can also be applied in the framework of a particular development project. In this case, ComDev planning is better done during the formulation of the project, to maximize impact in terms of local relevance, ownership and effectiveness. In fact, as mentioned earlier, the strategy design should always build on the results of a communication appraisal.

Sometimes, however, the call for immediate support urges ComDev activities to be readily integrated in ongoing projects. In those cases, if relevant data are already well-documented, the field appraisal can be shorter and less detailed. Likewise, some of the more time-consuming participatory planning steps might need to be set aside; a basic ComDev plan would have to be drafted and gradually adjusted, based on information gathered later during project implementation.

In any event, the ComDev process is flexible enough to be easily adapted, always keeping the focus on result-oriented options.



The RCS project in Bangladesh also collaborated with the *Emergency Cyclone Recovery and Restoration Project (ECRRP)*. This on-going development initiative supports recovery from the damages to livelihoods and infrastructure caused by Cyclone Sidr in 2007, and aims to build long-term preparedness through improved disaster risk management. One specific component of ECRRP provides recovery assistance in crop, livestock, and fishery by introducing sustainable improvements to agricultural practices. ComDev support was required to facilitate community mobilization and enhance the delivery of agricultural advisory services.

Together with members of the local Farmer Field Schools (FFS), a relevant practice concerning the harvest of saline-tolerant rice was identified, which was neither typical nor consistent with farmers' conventional rice cultivation practices. This entailed harvesting the rice crops at 80 percent stage of maturity; otherwise, the farmers would suffer a shattering yield loss. A rapid PRCA was conducted among farmers of FFS using focus group discussions (see Table 1.4). The results informed a local ComDev plan to increase farmers' knowledge about the new rice variety and ensure a timely distribution of seeds (for a full description of this ComDev experience see paragraph 2.4 of Module 7).



Table 1.4 **Focus of analysis and key questions asked**

Focus of analysis	Content of group discussion
Knowledge, skills, attitudes and practices (KSAP)	<ul style="list-style-type: none"> <li>• Farmers' knowledge level of saline-tolerant rice variety</li> <li>• Cultural management and harvesting</li> <li>• Attitudes towards the rice variety</li> <li>• Practices for harvesting this variety</li> </ul>
Communication behavior	<ul style="list-style-type: none"> <li>• Preferred sources of information on rice farming in general, and on saline-tolerant rice varieties in particular</li> <li>• Information sought or received about this rice variety</li> <li>• Information flow and knowledge sharing on farming</li> <li>• Other information needed on this rice variety</li> </ul>
Radio listenership (with the assumption that the newly installed community rural radio will service this project)	<ul style="list-style-type: none"> <li>• Preferred programme format, time and day of listening, and topics for broadcast</li> <li>• Willingness to participate in a radio programme and to undergo training in radio programme production</li> <li>• How they would prefer to participate in the radio programme</li> </ul>



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## FURTHER READINGS

### **At the heart of change: The role of communication in sustainable development**

(Panos London, 2007)

[http://panos.org.uk/wp-content/files/2011/03/heart\\_of\\_change\\_weby2wvJO.pdf](http://panos.org.uk/wp-content/files/2011/03/heart_of_change_weby2wvJO.pdf)

### **FAO expert consultation. Communication for Development: meeting today's agriculture and rural development challenges**

(FAO, 2012)

<http://www.fao.org/docrep/015/i2701e/i2701e.pdf>

### **World Congress on Communication for Development**

(FAO and WB, 2007)

<http://www.fao.org/docrep/010/ai143e/ai143e00.htm>

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## MULTIMEDIA RESOURCES

### **PPT presentation - Communication for rural development**

(FAO)

<http://www.slideshare.net/cccomdev/communication-for-rural-development-fao>

### **Video - Communication pathways. Listening to change**

(FAO)

[http://www.youtube.com/watch?v=1Lx-WhZs\\_4I](http://www.youtube.com/watch?v=1Lx-WhZs_4I)

### **Video - Communication at the heart of change**

(Panos)

[http://www.youtube.com/watch?feature=player\\_embedded&v=xxFn2Loim9Q](http://www.youtube.com/watch?feature=player_embedded&v=xxFn2Loim9Q)

### **Video interview - What is Communication for Development?**

(M. Acunzo)

<http://www.youtube.com/watch?v=dQEfxl7qtRs>

### **Video interview - What is the role of ComDev in agricultural projects?**

(O. Ndiaye)

<http://www.youtube.com/watch?v=b20lujM3rkE>

### **Video interview- Why aren't ComDev projects budgeted from the beginning?**

(V. Jennings)

<http://www.youtube.com/watch?v=kkHr1JxMuSo>

### **Online resource hub - Centre for Communication and Social Change**

(University of Queensland)

<http://cfcsc.wordpress.com/>





## MODULE 2

# PARTICIPATORY COMMUNICATION APPRAISAL



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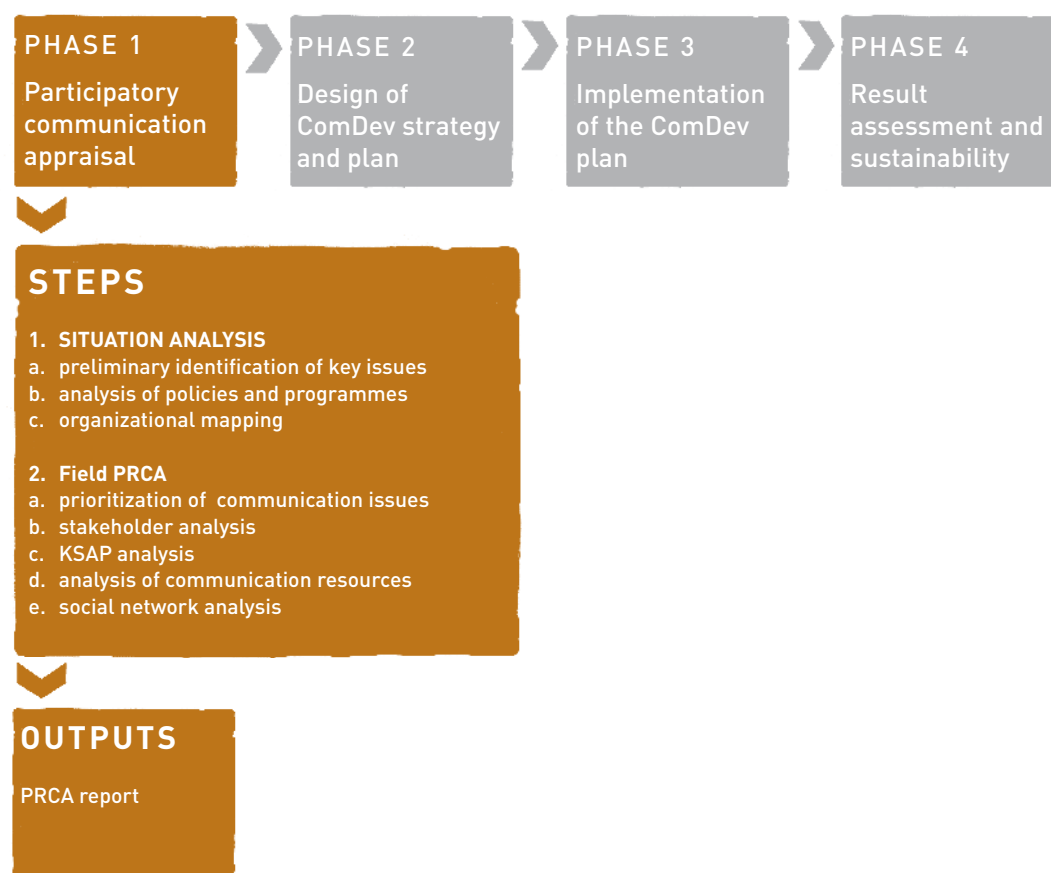


## RATIONALE AND KEY CONCEPTS

As mentioned in **Module 1**, the ComDev process starts from a communication appraisal (phase 1) that guides the design of the ComDev strategy and plan (phase 2). Implementing the plan then requires the mobilization of local stakeholders and resources to execute ComDev activities, including the development of communication materials (phase 3). Capping the entire process is the monitoring and evaluation component (phase 4).

This module describes the starting point of a ComDev process: the **participatory communication appraisal**. It explains how to apply appropriate research methods and collect relevant data needed to develop a ComDev strategy.

Figure 2.1 **The ComDev planning process – focus on phase 1**



Establishing a dialogue with stakeholders from the beginning of a development project is key: it prevents the emergence of conflicts, minimizes the risk of misunderstandings and makes people's motivation and commitment stronger.

This module will introduce the following key concepts:

**Situation analysis** is the collection and analysis of background information and secondary data about project goals and stakeholders, the institutional and policy environment, and potential partners and resources. This preliminary assessment helps generate specific research questions on the issues to be explored during the field PRCA.

**Participatory Rural Communication Appraisal (PRCA)** is a field research method that uses participatory techniques to generate information about communication stakeholders and processes. It gives people a chance to participate in developing ComDev initiatives that meet their needs, reflect their perspectives, and build ownership of and commitment to the project.

**Identification of key issues** is the review of major development issues to find the communication entry-points that can be directly addressed through the ComDev strategy and plan. This is done based on data generated by the project requesting ComDev support and then validated with local stakeholders through PRCA methods.

**Analysis of policies and programmes** is the assessment of the institutional and policy framework in order to identify particular arrangements that can impede or assist communication programmes.

**Organizational mapping** is the review of existing organizations and institutions working in the target area, to map out potential partners and explore synergies and opportunities for collaboration in the implementation of the ComDev plan.

**Stakeholder analysis** is a method for determining and profiling the specific groups of people whose decisions and actions would influence the outcome of a ComDev effort.

**KSAP analysis** is the study of stakeholders' knowledge, skills, attitudes and practices in relation to the issue at stake. These allow for setting targeted objectives and measuring results of a ComDev initiative.

**Analysis of communication resources** is the evaluation of locally available channels to reach the intended stakeholders in order to identify the most appropriate and cost-effective options.

**Social network analysis** studies the nodes of individuals, groups and organizations that tie into one or more types of interdependencies to identify established patterns of communication or relationships.



## CONTENT ABSTRACT

**Section 1** explains the benefits and methods of conducting situation analysis prior to a field communication appraisal, to assess contextual elements that include:

- main development issues that can be directly addressed through communication;
- policies and programmes that may hinder or facilitate the implementation of a ComDev plan;
- potential partner organizations and institutions.

**Section 2** introduces the PRCA methodology and provides specific tips on how to conduct field communication research in a participatory way. It explains how the PRCA serves to:

- validate the findings of situation analysis;
- identify, prioritize and classify ComDev stakeholders;
- analyze their knowledge, skills, attitudes and practices (KSAP) as the basis for objective setting in the ComDev strategy;
- assess existing communication resources and social networks as basis for determining opportunities for ComDev implementation.

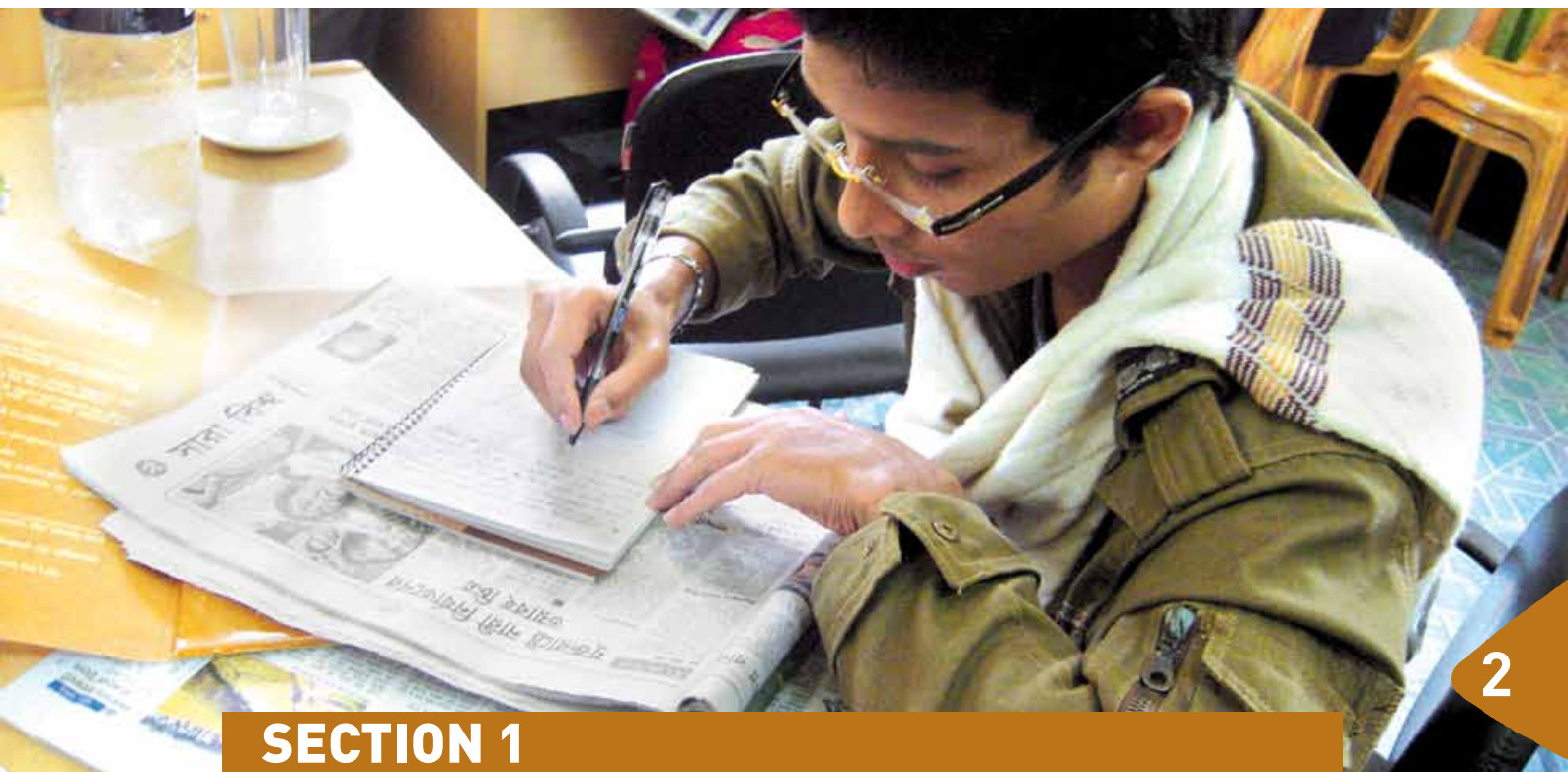
**Section 3** describes various PRCA tools and techniques, with concrete examples of their application. It discusses the advantages and disadvantages of each tool along with the required skills.

**Section 4** focuses on how to analyze and synthesize the findings of situation analysis and field research by producing a baseline PRCA report.

## LEARNING OBJECTIVES

After going through this module, the reader should be able to:

1. Carry out a preliminary situation analysis to get a general understanding and set the focus of the participatory communication appraisal in the field.
2. Apply PRCA techniques and tools to involve project stakeholders in determining:
  - key communication issues to be tackled by the ComDev strategy and plan;
  - policies and programmes that can impede or assist ComDev efforts;
  - existing organizations which can collaborate in ComDev planning and implementation;
  - priority communication stakeholders to be addressed;
  - KSAP level of the intended stakeholders;
  - communication resources and facilities that can be used for ComDev implementation;
  - configuration of social networks among stakeholders.
3. Synthesize findings of the communication appraisal into a PRCA report.



## SECTION 1

# INITIATING THE APPRAISAL: SITUATION ANALYSIS

The most common way of getting acquainted with the situation is to look for the main needs, gaps or focal problems affecting the individuals or groups involved in the development project. Parallel to this problem-solving approach, there is a more affirmative and resource-based approach called appreciative inquiry (AI). This entails discussing people's feelings and experiences, and collecting successful stories in order to identify: (a) capabilities and resources; (b) motivations and driving forces; and (c) developmental possibilities and alternative actions for the future (SIDA, 2006). ComDev combines both approaches in an integrated methodology.

The first thing to do, before embarking on an accurate participatory communication appraisal in the field, is to undertake a desk study. This is done by reviewing secondary data from existing reports and gathering information about the context and actors involved in the project.

This preliminary **situation analysis** is meant to get an initial picture and decide on what else needs to be investigated. Once the gaps are determined, it will be time to gather primary data in the field through the **participatory rural communication appraisal (PRCA)** and validate findings by engaging the stakeholders in the research process.

The findings of situation analysis and participatory appraisal together provide both the context and content for designing the ComDev strategy and plan. Figure 2.2 gives an overview of the research dimensions covered by the two steps of the communication appraisal, also indicating sample research questions that will help gather relevant data.



Figure 2.2 Dimensions of the communication appraisal and research questions

Step	Research dimension	Research questions
<b>1. SITUATION ANALYSIS</b>  Assessing contextual elements and secondary data related to the project or area of intervention, in order to define the scope and purpose of the field appraisal	<b>Preliminary identification of key issues</b>	What are the project's focus and objectives? What development issues or opportunities exist? Which of these can be addressed best by ComDev?
	<b>Analysis of policies and programmes</b>	What are the national and local policies, guidelines, programmes or institutional arrangements relevant to the development issue and the communication entry points identified? How could these support or hinder the ComDev plan?
	<b>Organizational mapping</b>	What are the different organizations or institutions working in the area whose mandate and services are similar to ComDev? What will their potential role and contribution to the ComDev plan be?
<b>2. FIELD PRCA</b>  Participatory collection of data about stakeholders' characteristics, perceptions, knowledge, skills, attitudes, practices, communication resources and social networks	<b>Prioritization of communication issues</b>	What are the people's perceptions of their needs, opportunities, problems and possible solutions in relation to the critical issues under discussion?
	<b>Stakeholder analysis</b>	What is the profile of the stakeholder community as described by the people themselves? Who will have the most interest or influence in the ComDev initiative in the particular area? Who are the priority groups to interact with and why? What are the characteristics and views of these priority stakeholders?
	<b>Knowledge, skills, attitudes and practices (KSAP) analysis</b>	What are the knowledge, skills, attitudes and practices of communication stakeholders with reference to the development issue under investigation?
	<b>Analysis of communication resources</b>	What are the preferred and trusted sources of information internal and external to the stakeholder group or community? What communication channels and facilities are available in the community? Who can access them? Who are the opinion leaders and role models in the various groups?
	<b>Social network analysis</b>	What are the relationships in the community? What are the power structures and the bases of influence in the community? How does information and knowledge flow?

## 1.1 COLLECTING BACKGROUND INFORMATION

The overall goal of situation analysis is to gain a general understanding of the area of intervention. Preliminary indications about the project, its policy and organizational framework, the history, culture and major concerns of its stakeholders are obtained based on ‘second-hand’ data or as reported by key informants.

Among the main sources are:

**1. SECONDARY DATA** - Secondary sources include published and unpublished documents related to the project and the specific development issues, as well as to the socio-economic, political, cultural and environmental situation of the selected communities, namely:

- project documents and country reports;
- government and policy documents related to the specific development issue;
- technical reports and academic papers;
- official statistics and surveys;
- libraries/archives;
- internet and web databases;
- sociological and anthropological accounts of the people;
- newspaper articles, TV/radio programmes, other multimedia materials.

**2. INTERVIEWS** - Complementary sources are interviews with persons who are knowledgeable about the project, its context and stakeholders, such as:

- project managers and staff;
- staff of district or provincial offices;
- community leaders or members;
- subject-matter specialists;
- field development workers and extension staff.

While the list above may appear long and comprehensive, this is an important step for contextualizing a ComDev intervention and planning a more in-depth field appraisal. The information gathered will help define PRCA objectives, select research sites and participants, and prepare a methodological guide.

## 1.2 PRELIMINARY IDENTIFICATION OF KEY ISSUES

The first dimension of situation analysis is the identification of key development issues being tackled by a development project and their cause-effect relationship, in order to detect potential entry points for ComDev.





## Purpose

It is important to analyze the underlying causes of key development issues, to spot in particular those social and cultural elements, knowledge gaps or opportunities that are closely related to communication and which communication can help reduce, or maximize, as a step towards achieving development goals. These so-called communication entry points will need to later be validated with stakeholders during the field PRCA and constitute the basis to determine the objectives of the ComDev strategy (see Module 3).

Problem analysis is also a first step towards identifying the people or groups in the target community who should be involved and addressed by the communication strategy. They are the stakeholder groups with whom the research team must interact more closely during the PRCA.

## How to do it

The starting point is the key issue that a project is addressing. The cause-effect analysis is commonly done using techniques such as brainstorming and the problem tree, which will be discussed later in Section 3 of this module.

The problems or causes that lend themselves to a communication intervention are the potential entry points for ComDev. A step-by-step guide to identify major communication-related issues can be found in the PRCA Handbook (FAO, 2014).



### WORKSHEET 2.1 IDENTIFICATION OF KEY ISSUES AND COMMUNICATION ENTRY POINTS

Project goal (Ideal situation)	Key development issue(s) (Existing situation)	Communication entry points (Issues/Gaps)

## 1.3 ANALYSIS OF POLICIES AND PROGRAMMES

### Purpose

This part of the situational analysis aims to identify national and local policies, programmes and services that can impede or foster the implementation of a ComDev plan. These factors contribute significantly to the success of a ComDev effort, and it is important to recognize that gaining the support of policy makers is an essential part in ComDev planning.

### How to do it

Key research questions to determine if the institutional and policy environment is supportive of the communication activities being planned include:

- *What are the national and local policies, guidelines and institutional arrangements concerning the rural development issues addressed by the project and, more specifically, relevant to the communication entry points identified?*
- *What are the national and local policies, guidelines and institutional arrangements related to people's participation and/or communication aspects?*
- *What programmes and services exist related to the ComDev plan? To what extent are these services available and used? How can they be strengthened?*
- *Who are the policy makers and opinion leaders whose support would facilitate your ComDev efforts?*



### WORKSHEET 2.2 ANALYSIS OF POLICIES AND PROGRAMMES

<b>Relevant policies</b> a. National b. Local	
<b>Existing programmes and services in the area related to the ComDev plan</b>	
<b>Policy makers and opinion leaders who support the programme</b>	



## 1.4 ORGANIZATIONAL MAPPING

One important part of situation analysis involves reviewing the existing organizations and institutions working in the target area to explore synergies and opportunities for collaboration.

### Purpose

It is a well established principle that partnership and alliance with other organizations doing similar work can ensure a more effective project implementation. Organizational mapping enables communication planners to see the overall landscape of “who is doing what and how” in terms of communication, community mobilization, agricultural and rural development in general. Based on this, potential partners in ComDev implementation can be readily selected (see Module 4).

### How to do it

It will inevitably take some time and some interaction before the partnership is formed and for the other organizations to be convinced that a project is worth joining. Therefore, analysis of organizations should happen early on; time is needed to meet with them and build up the connection and credibility.

Key questions include:

- *What are the key organizations or institutions already active in addressing the development issue under consideration (e.g. food security, climate change, disaster risk reduction, etc.)?*
- *Which of these organizations can carry out a communication programme?*
- *What are the existing organizations with a specific mandate in communication, participation and community mobilization? What are the local media that could partner with the project?*
- *What communication initiatives have been carried out in the area to date and how effective have they been?*
- *What are the potential synergies and areas of collaboration?*

Choosing organizations as partners might seem like a simple task but in reality, it is quite complicated. The challenge is to find partners who will complete their share of the work and not merely function as “free riders”. The 5 Cs (competence, commitment, clout, coverage and continuity) are useful criteria for selecting strategic collaborators (Piotrow *et al.*, 1997).

Potential partner organizations should be profiled in terms of their mandates, communication programmes, communication capacity and resources, and potential areas of collaboration relating to the ComDev plan.

## BOX 2.1 ASSESSING ORGANIZATIONS AS STRATEGIC PARTNERS: THE 5 CS

### Competence

- Does the organization have sufficient cash flow and reserves, a financial accounting system, bank accounts and regular audits?
- Does it have experience with similar activities?
- Does it have a positive image and a reputation for high quality work?

### Commitment

- Does the organization support addressing rural development issues?
- Does it support a strong role for communication?

### Clout

- Does the organization have contacts and access to policy makers and influential people?
- Does it have political support for its work?

### Coverage

- Is the organization able to reach intended stakeholders, including different geographic areas, age groups, or other population segments?

### Continuity

- How long has it been in operation?
- Has it carried out comparable projects effectively in the past?
- Does it have an institutional base and resources for sustainability in the long run?

[Piotrow *et al.*, 1997]

2


 An example of organizational mapping related to ComDev planning is shown in Table 2.1. It was conducted as part of the communication assessment for the Livelihood Adaptation to Climate Change (LACC) project in Bangladesh (FAO, 2010).

Table 2.1 **Potential partner organizations for LACC ComDev project in Bangladesh**

Organization and mandate	Communication capacity and resources	Potential contribution to LACC ComDev
Bangladesh Agricultural Research Institute (BARI) conducts research on crop production, varieties, management, marketing, and consumption	Produces communication materials, such as posters, leaflets, and technical guides for extension workers and farmers	High – can assist LACC in developing cropping systems for saline and drought areas, which are important key messages in LACC ComDev
Bangladesh Livestock Research Institute (BLRI) conducts multi- and inter-disciplinary research on livestock and poultry production to help address food security and poverty alleviation	Provides online advisory services and training and produces communication materials for distribution to various users	High – can provide LACC with livelihood options involving livestock and the appropriate technologies that go with them; can serve as key messages in LACC ComDev
Bangladesh Meteorological Department (BMD) handles all meteorological concerns and activities of the country	Regularly releases official weather forecasts and bulletins	Medium – further needs to simplify and localize weather data for practical use and better appreciation by the farmers; needs to reach out to the public more
Climate Change Cell (CCC) acts as secretariat for coordinating national climate change activities	Develops a variety of mechanisms and information materials for climate change adaptation (CCA) and risk reduction; focuses on public awareness and knowledge management; has focal points in the country	High – can assist LACC in designing systematically bottom-up communication, advocacy with policy makers, and preparation of science-based messages
Department of Agricultural Extension (DAE) provides information on technologies and educates farmers through advice and training	Has broad-based extension service provided by its 13,000 extension workers deployed at the Upazila level	High – can help in disseminating functional livelihood adaptation options to a critical mass of farmers

Source: Adapted from FAO, 2010



Worksheet 2.3 is helpful to list and assess potential partner organizations and institutions in ComDev work.



### WORKSHEET 2.3 ORGANIZATIONAL MAPPING

Organization	Mandate	Communication capacity and resources	Potential areas of collaboration



The ComDev assessment conducted for the LACC project in Bangladesh (FAO, 2010) is also a good example of how situation analysis can be useful to prepare the ground for a participatory appraisal in the field. Figure 2.3 summarizes the various steps undertaken during this preliminary analysis.

Figure 2.3 **Steps in situation analysis for LACC ComDev project in Bangladesh**

Project document and other reports were compiled to profile pilot sites and sift through the project objectives, methodology and outcomes. These indicated a need for stakeholders to be able to adapt to climate change by adopting a menu of livelihood options.



Complementary interviews with key informants indicated that a ComDev approach would be beneficial because adaptation as a learning process requires a planned communication strategy to facilitate it.



Existing government policies were reviewed. The National Extension Action Plan and the government proclamation of “Digital Bangladesh” fully supported the inclusion of ComDev in the project.



Various organizations and institutions with mandates related to rural communication were mapped out. The Department of Agricultural Extension was indicated as possible partner to reach farmers, thanks to its critical mass of locally deployed staff.



Based on the community profile of project sites, communication stakeholders and their needs related to livelihood options were preliminary identified and prioritized, subject to further validation during field assessment.



Information gaps, communication resources and knowledge flows (e.g. social networks, sources of information, etc.) were also initially studied as the bases to formulate guiding questions for probing in the field.





## SECTION 2

# PARTICIPATORY RURAL COMMUNICATION APPRAISAL

### 2.1 THE PRCA METHODOLOGY

The participatory rural communication appraisal or PRCA is a communication research method developed and field-tested by FAO to carry out communication assessment in a participatory way. PRCA helps in ComDev planning for new or ongoing development efforts by listening to and understanding rural people, so they can get involved in decision-making that affects their livelihood (FAO, 2006). It is highly recommended for designing effective communication programmes and materials, in order to ensure relevance and appropriation by the people involved.

The PRCA presents three major advantages (Bessette, 2004):

1. gives a chance for stakeholders to participate in planning a project that meets their needs from their own perspective;
2. builds ownership of and commitment to the project;
3. ensures relevance to the people and contributes to project sustainability.





As a method with its accompanying tools, PRCA generates a lot of information in a limited time span about the characterization of a targeted community or group. It assists rural communities to identify and prioritize their needs or problems, assess their strengths and weaknesses, ascertain opportunities or threats and discover solutions already existing. In practice, it provides the space and the opportunity for rural stakeholders to understand their condition backed up by real field data.



### PARTICIPATION CLUES

Conducting PRCA ensures better communication among all parties by enabling participants to express and analyze their knowledge. The field-based visualization techniques, interviews and group work typically used during PRCA facilitate the development of a visual language common to multiple actors, ensuring mutual understanding and encouraging a more inclusive planning process.

The main distinctive features of the PRCA methodology can be summarized as follows:

- listening process;
- communication between equals;
- inclusion of people's perspectives;
- acknowledgment of people as drivers of change;
- part of a larger transformation process into proactive and empowered rural communities.

#### BOX 2.2 WHY DOING PRCA

The value added of undertaking communication research through PRCA lies in the centrality of listening to project stakeholders and target groups to find out their real needs, understand the different perceptions and avoid assumptions. This is a precondition to make project design and implementation a bottom-up process, to ensure ownership and to develop local capacities for managing the ComDev process.

Moreover, conducting PRCA will help communication planners define a baseline picture that can be used later to assess whether or not communication efforts have made their intended impact.

## 2.2 PRIORITIZATION OF COMMUNICATION ISSUES

As mentioned in Section 1 of this module, the preliminary information collected during situation analysis, mostly from secondary sources and desk studies, provides a good starting point but needs to be validated and enriched with the participation of the intended stakeholders.

## Purpose

The field assessment usually starts from the identification of what the main development issues affecting the community are, why are they happening, and how communication could help, as described by the stakeholders themselves. This is to ensure that the problems being addressed are really perceived as such. Validating the results of situation analysis with local stakeholders avoids biased planning and, most importantly, allows for prioritization of issues that are relevant to both people's needs and the project's mandate and capacity.

## How to do it

PRCA assists the participants in expressing their opinions to **identify, assess and prioritize communication-related issues**. This is usually done using focus group discussions (FGD) and the problem tree, but also scoring and ranking tools (see Section 3 of this module).

Stakeholders' views are compared with those compiled during situation analysis to identify areas of agreement or disagreement and come up with a significant synthesis, prioritizing issues which are relevant to both the community's needs and the project's mandate and capacity.

As the relevant communication entry points are selected and analyzed, the most effective ways of addressing them should also be discussed to formulate appropriate communication objectives.



### WORKSHEET 2.4 PRIORITIZATION OF COMMUNICATION ISSUES

Community perceptions (FGDs, brainstorming)	Community analysis of key issues (problem tree, scoring/ranking)	Synthesis of community and project views	Priority communication-related issues (FGDs, scoring/ranking)



## 2.3 STAKEHOLDER ANALYSIS

An important PRCA component is the study of the communication stakeholders, those who might have an interest in, or influence on, the ComDev initiative<sup>1</sup>. Stakeholders can be organizations, groups, structures, networks or individuals. In rural development projects they include local communities but also donors, government and development agencies, research institutions, private sector, media, NGOs, civil society, among others.

Broad stakeholder categories to be considered include (Mundy and Huggan, undated):

1. **INTENDED STAKEHOLDERS** – actual or potential project beneficiaries; may be men or women, young or old, disabled or ill, farmers or pastoralists, landowners or the landless, etc.
2. **INTERMEDIARIES** – organizations or individuals who provide information or services to the intended stakeholders; may be agricultural research institutions, extension workers, agricultural input suppliers, traders, microfinance organizations, etc.
3. **PEERS** – other organizations or projects engaged in the same area or similar work; also include partner organizations.
4. **DONORS** – organizations that provide funding (or might do so in the future).
5. **POLICY MAKERS** – people and organizations that make decisions affecting the clients or the project; include local authorities and national government officials, ministers and senior civil servants, parliament members.
6. **GENERAL PUBLIC** – people who may be interested but are not directly concerned with the project.
7. **MEDIA** – newspapers, magazines, television, radio, websites; provide important means for reaching other stakeholders and partners.
8. **INTERNAL AUDIENCES** – managers and staff of the development organization or agency.

### Purpose

This dimension of the PRCA research serves to **identify, describe and prioritize the relevant communication stakeholders** to be involved in ComDev planning. Later in the strategy design process (see Module 3), communication objectives, approaches and channels, message appeals and participation options will be analysed and designed to suit each stakeholder group (OECD, 1999).

Information about specific characteristics such as culture and personal affiliations makes it easier to appreciate why people make certain decisions, the meanings they attach to events in their lives, and the way they express their emotions.

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1 In other communication approaches this analysis is labelled as audience profiling or audience research. The term 'communication stakeholders' here presupposes that the people involved in the assessment and in the entire communication process are not passive receivers, but people whose knowledge and opinions are valued and sought after.



## PARTICIPATION CLUES

Doing stakeholder analysis in a participatory manner leads community members to:

- jointly discuss the issue that the ComDev initiative intends to address;
- brainstorm and agree on who would be affected by the ComDev initiative, have an influence over it or an interest in its successful or unsuccessful conclusion;
- focus on people and groups having a concrete “stake”;
- cluster and prioritize those with higher levels of interest and influence over the issue.

This in turn helps to shape inclusive communication initiatives by gaining understanding and support from project stakeholders.

## How to do it

Firstly, it is useful to **segment** stakeholders, breaking down a population into smaller groups with similar socio-demographics or other characteristics. For example, the members of a rural community can be disaggregated into farmers, fishers, local officials, business sector, women, youth, religious groups, etc. The farmers can be further divided into lowland or rainfed farmers; rice, corn or vegetable farmers; or livestock raisers.

Secondly, in order to **prioritize** stakeholders, it is important to focus on the issues addressed by the ComDev strategy and the role these groups or individuals can play for achieving the expected results. They are usually classified into:

1. **PRIMARY STAKEHOLDERS** – generally vulnerable groups with the most to gain or lose from the project. Namely: smallholders, women farmers, fishers, herders, foresters or others who depend on natural resources for their subsistence. They usually live in or very near the area of intervention and have few options when faced with change.
2. **SECONDARY STAKEHOLDERS** – individuals, groups or institutions with an interest in the project, but not directly affected. Field and development workers such as extensionists and other service providers from local government, NGOs or community-based organizations play an intermediary role and are indispensable to reach and meet the interests of the primary stakeholders.

Lastly, once the priority communication stakeholders have been identified, it is time to **profile** them by age, gender, education in addition to other relevant characteristics such as sources of income, organizational affiliation, role in the community, culture, past experiences with development projects.



A wide range of tools and techniques can be used for profiling stakeholders, from social maps and transect walk, to time lines and seasonal calendars, from Venn diagrams and wealth ranking to focus groups, storytelling, in-depth interviews and role playing. They are discussed in detail in the PRCA Handbook (FAO, 2014).



### WORKSHEET 2.5 STAKEHOLDER ANALYSIS

Priority	Stakeholder group	Reason	Characteristics
Top priority			
Second priority			
Third priority			
Bottom priority			

Activity 2.1 will be useful to familiarize with stakeholder analysis. In the context of a workshop, the trainer can provide the participants with a common example and use the questions below to steer a group discussion.



### ACTIVITY 2.1 STAKEHOLDER PROFILING AND PRIORITIZATION

Considering a development initiative you have been or are currently involved, look at the stakeholders and try to address the following questions:

- What specific groups of stakeholders does the project intend to reach or cover? (e.g. farmers, traders and seed company; forest wood gatherers, NGOs and local officials; etc.)
- Why are they included as priority stakeholders?
- What are their socio-demographic, economic, or cultural characteristics?

Use Worksheet 2.5 to organize your answers.

## 2.4 KSAP ANALYSIS

Aside from the socio-demographic characteristics, it is important to assess the level of knowledge, skills, attitudes and practices (KSAP) of the intended stakeholders in relation to the prioritized rural and communication issues.

For example, in a ComDev project related to food security, such as the intensification of organic production, it is fundamental to gather data indicating: how much the farmers know or do not know about ecological organic agriculture; how they perceive it; to what extent they employ external inputs such as chemical fertilizers; and what do they normally use for soil fertilization or pest and disease control.

### Purpose

KSAP analysis is useful in pinpointing various elements that may either facilitate or hinder a community's understanding and action towards a development issue or project:

- people's perceptions and levels of awareness;
- knowledge gaps and information needs;
- ways of accomplishing things;
- feelings and cultural beliefs;
- patterns of behaviour and existing practices.

The results of KSAP analysis are the basis for defining the objectives, learning content and methods of the ComDev strategy and plan (see **Module 3**). They also serve as baseline data to evaluate the degree of change or learning as a result of the communication activities during project monitoring and evaluation (see **Module 6**).

### How to do it

KSAP analysis aims to measure what a specific group of stakeholders (such as farmers) knows, does, feels and how this group behaves in relation to certain agricultural and rural development issues. It is a mini-study in itself, to gauge what stakeholders "already know, do, believe, hope for and practice" (Piotrow *et al.*, 1997).

To measure KSAP in the context of ComDev, data need to be gathered through participatory methods like focus group discussion or key informant interview (see **Section 3** of this module). The question guide for a focus group usually includes key and open-ended questions. For example, for a ComDev strategy that will support climate change adaptation in a particular community, a group of 8–12 community representatives in a target locality could be asked to answer the questions listed in **Box 2.3**.





A KSAP survey may also be conducted using a questionnaire administered to a larger number of people. The PRCA Handbook (FAO, 2014) provides methodological guidelines in conducting quantitative research.

### BOX 2.3 SAMPLE KSAP QUESTIONS ON CLIMATE CHANGE

#### Knowledge

- What is your current understanding of climate change? You may explain, illustrate, or use examples and analogies. Why do you think this is happening?
- What information or knowledge about climate change have you heard or received from others, which do you think is not true or doubtful? Why? How did you verify it?
- From whom or from what source did you get this information about climate change? Did you deliberately seek this information or was it relayed to you without you asking?

#### Skills

- Assuming that you now have adequate knowledge about climate change, do you think you can apply this knowledge to your own situation?
- Do you have the ability to undertake activities [in the farm or in the house] to cope with climate change? Do you think these activities are effective? Why or why not?

#### Attitude

- Do you find it useful to learn more about climate change?
- Do you believe that people should adopt interventions and adapt to climate change?
- Do you agree with the need to modify our farming practices because of changes occurring in the environment due to climate change?
- Are you willing to work in groups in order to take collective actions to adapt to these changes? Why or why not?

#### Practices

- What old practices do you use despite the occurrence of climate change? Why?
- If given the necessary resources, what other activities do you plan to pursue in your farm and household to cope better with climate change? Please specify the necessary resources for each planned activity.



### WORKSHEET 2.6 KSAP ANALYSIS

Stakeholder group	Knowledge	Skills	Attitudes	Practices

Activity 2.2 presents a simple exercise to get more familiar with the various dimensions of KSAP analysis.



### ACTIVITY 2.2 STAKEHOLDER KSAP ANALYSIS

Consider a particular development concern, issue or innovation in a project you are or have been working on. What did the stakeholders know, feel, appreciate and do about it, before the implementation of project activities?

Use Worksheet 2.6 to organize your answers.

## 2.5 ANALYSIS OF COMMUNICATION RESOURCES

Communication resources include materials, technologies, services, networks and capacities already available that may be tapped as channels during the implementation of the ComDev plan. Their assessment involves:

- traditional, print and broadcast media;
- social media and ICTs;
- advisory and information service providers;
- local institutions and social networks;
- opinion leaders, knowledge brokers and role models;
- communication behaviours, skills and competencies.

Social networks and informal relationships constitute an important communication resource, especially at the local level. This aspect is examined in more detail in the next paragraph.

### Purpose

This important dimension of PRCA analysis is useful to understand information and knowledge exchanges happening within a rural community, and between its members and outsiders. It allows one to determine the most appropriate and cost-effective venues, media and interpersonal channels to reach and interact with the intended stakeholders (see Module 3).

Influential sources of advice and role models identified with PRCA participants (e.g. community leaders, religious persons, traditional healers) can be called upon to support communication efforts, as people consider them reliable, knowledgeable and respectable.



## How to do it

The elements to consider when conducting this analysis are the **availability** of communication resources among the stakeholders, as well as their **access** to them and **preference of use**. In fact, the availability of communication resources is not necessarily an asset, unless the stakeholders have access or some form of control over them.

For example, a trend in agriculture is to connect farmers with extension workers through mobile phones and Internet. However, a recent study conducted in North-eastern Philippines (Gabrillo, 2012) revealed that while mobile phones are widespread even in rural areas, male farmers hardly use them. It is mostly their wives and children who use mobile phones.

When looking at preferences, local and traditional media are very popular in certain areas as they help overcome literacy barriers and may be utilized for free. In Bangladesh, for example, folk songs called *gambhira* are popular conveyors of developmental messages, such as those on climate change adaptation (FAO, 2010). The best tools for assessing the communication resources are focus group discussions and interviews (see some guiding questions in Table 2.2). These can be complemented by ranking and scoring techniques; or more visual tools such as sketch maps, linkage diagrams, or Venn diagrams (described in Section 3 of this module).

Table 2.2 **Key questions for assessing the communication resources**

Communication resources	Key questions
1. Level of education	<ul style="list-style-type: none"><li>• Who can read and write in the community? What languages or dialects do they understand and are comfortable with?</li><li>• Who can deal with arithmetic?</li></ul>
2. Internal distribution of communication resources	<ul style="list-style-type: none"><li>• What communication channels and tools are available and accessible to community members?</li><li>• Who controls access to these channels and tools?</li><li>• What are the preferred channels and why?</li><li>• Which types of information do they usually carry?</li></ul>
3. Information sources inside the community (in relation to the issue considered)	<ul style="list-style-type: none"><li>• What are the preferred and trusted sources of information within the community?</li></ul>
4. Information sources outside the community (in relation to the issue considered)	<ul style="list-style-type: none"><li>• What external information sources can be tapped as opportunities and venues for interacting with the community?</li></ul>
5. Opinion leaders and role models	<ul style="list-style-type: none"><li>• Who are the movers and shakers inside and outside the community?</li><li>• Who has a strong influence on the behaviour or the knowledge, attitude, and practices of community members?</li><li>• Why are these people considered knowledgeable and reliable? Are they easily accessible?</li></ul>


 Table 2.3 provides an example of communication resource analysis in the context of the National Greening Programme (NGP) launched by Department of Environment and Natural Resources (DENR) of the Philippines (see Box 3.1). Information about communication resources was collected through participatory methods during consultations and planning workshops with key stakeholders.

Table 2.3 **Results of communication resources analysis for the Philippine NGP**

Communication resource	Ownership/ Prevalence	Potential for use in NGP
Mass media (radio, television, newspapers)	<ul style="list-style-type: none"> <li>There is high ownership (85-90 percent) of radio, TV and newspapers in the country.</li> <li>Exposure to mass media is high among key stakeholders.</li> </ul>	<ul style="list-style-type: none"> <li>Although mass media are highly commercialized, messages on development concerns can be aired as paid information services.</li> <li>There are also government-owned mass media that can disseminate messages on NGP for free.</li> </ul>
Person sources (government officials at national level and local leaders at community level)	<ul style="list-style-type: none"> <li>Government officials and technicians of DENR are credible information sources.</li> <li>At the community level, the village chiefs are first-hand and reliable information sources.</li> </ul>	<ul style="list-style-type: none"> <li>Interpersonal sources are effective in stimulating debate and learning processes among stakeholder groups.</li> <li>Opinion leaders and role models can positively influence the adoption of a culture of tree planting by participating in NGP tree planting activities.</li> </ul>
Social media (internet, mobile phone)	<ul style="list-style-type: none"> <li>The DENR has an existing website on the NGP programme that is accessible to all.</li> <li>Internet shops have mushroomed throughout the country thus making access to social media easier.</li> <li>Cell phone ownership is very high in the country. Texting has become very popular in the country.</li> </ul>	<ul style="list-style-type: none"> <li>Not all stakeholders, especially those in the rural areas, are computer literate to access information on the NGP website. Rural stakeholders can be trained on the basic navigation of NGP website.</li> <li>Texting has become a communication habit of almost all citizens in both urban and rural areas. Key stakeholders can be reached quickly via SMS.</li> </ul>
Other information service providers	<ul style="list-style-type: none"> <li>Local DENR units have personnel working at community level.</li> <li>Community media have a solid listenership base at local level.</li> <li>Several NGOs promote programmes on sustainability, poverty reduction, livelihood, and biodiversity at the national and local level.</li> </ul>	<ul style="list-style-type: none"> <li>Local DENR units and community media can be tapped to create awareness and provide communities with information about NGP.</li> <li>NGP can tie up with national and local NGOs to facilitate information and knowledge sharing.</li> </ul>



## WORKSHEET 2.7 ANALYSIS OF COMMUNICATION RESOURCES

Communication resource (Specify items)	Ownership/Prevalence	Potential for use
Mass media		
Community and folk media		
ICTs		
Internal information sources		
External information sources		

## 2.6 SOCIAL NETWORK ANALYSIS

**Social network analysis (SNA)** is a research method that maps and compares formal and informal relationships, flows and patterns of interaction between individuals, groups, organizations and systems (Ramalingam, 2006; Krebs, 2002). It has two main focuses: the actors and the relationships between them in a specific social context. Social networks are nodes of individuals, groups, organizations and related systems that tie in one or more types of interdependencies. Their members share values, visions, ideas, social contacts, kinship, conflict and financial resources (Serrat, 2009).

### Purpose

By capturing and summarizing formal and informal relationships SNA allows to understand what can assist or hinder knowledge sharing in a group or community. Results of the analysis can help communication planners prioritize changes and interventions for improving social connections and knowledge flows.

Major benefits from doing SNA are (CGIAR-FAO, undated):

- facilitate identification of who knows who and who might know what (teams and individuals playing central roles, thought leaders, key knowledge brokers, experts, etc);
- identify isolated teams or individuals and knowledge bottlenecks;
- strategically work to improve knowledge flows;
- accelerate the flow of knowledge and information across functional and organizational boundaries;
- improve the effectiveness of formal and informal communication channels;
- raise awareness of the importance of informal networks.

In particular, SNA can help answer the following questions (Ramalingam, 2006; Serrat, 2009):

- *Which individuals and groups play central roles? Who are the thought leaders, key knowledge brokers, information managers, etc.?*
- *Where are the bottlenecks in the knowledge flow? Who are the isolated individuals and groups?*
- *How do we improve the flow of knowledge in the community?*
- *Which individuals and which groups will benefit the most from better knowledge sharing?*

## How to do it

SNA can be conducted using question guides for focus group discussions and interviews. The data collected are then mapped and may be analyzed manually or using software mapping tools designed for this purpose. Linkage mapping and Net-Map are non IT-based tools suitable for SNA. They are illustrated in the Toolbox of the PRCA Handbook (FAO, 2014).

The SNA process consists of the following steps:

1. Review background data collected through key informant interviews regarding the specific target group or community.
2. Outline and clarify objectives and scope of analysis, and determine the level of reporting.
3. Formulate hypotheses and develop the question guide.
4. Conduct FGDs or interviews with community members to identify relationships and knowledge flows.
5. Use a mapping tool (software or manual) to visualize the network.
6. Review the map and assess the structure of the relationships mapped (ranging from casual acquaintance to close bonds).
7. Highlight problems and opportunities related to the way information and knowledge are shared.
8. Design and implement actions to bring about desired changes.
9. Map the network again after an appropriate period of time.



### PARTICIPATION CLUES

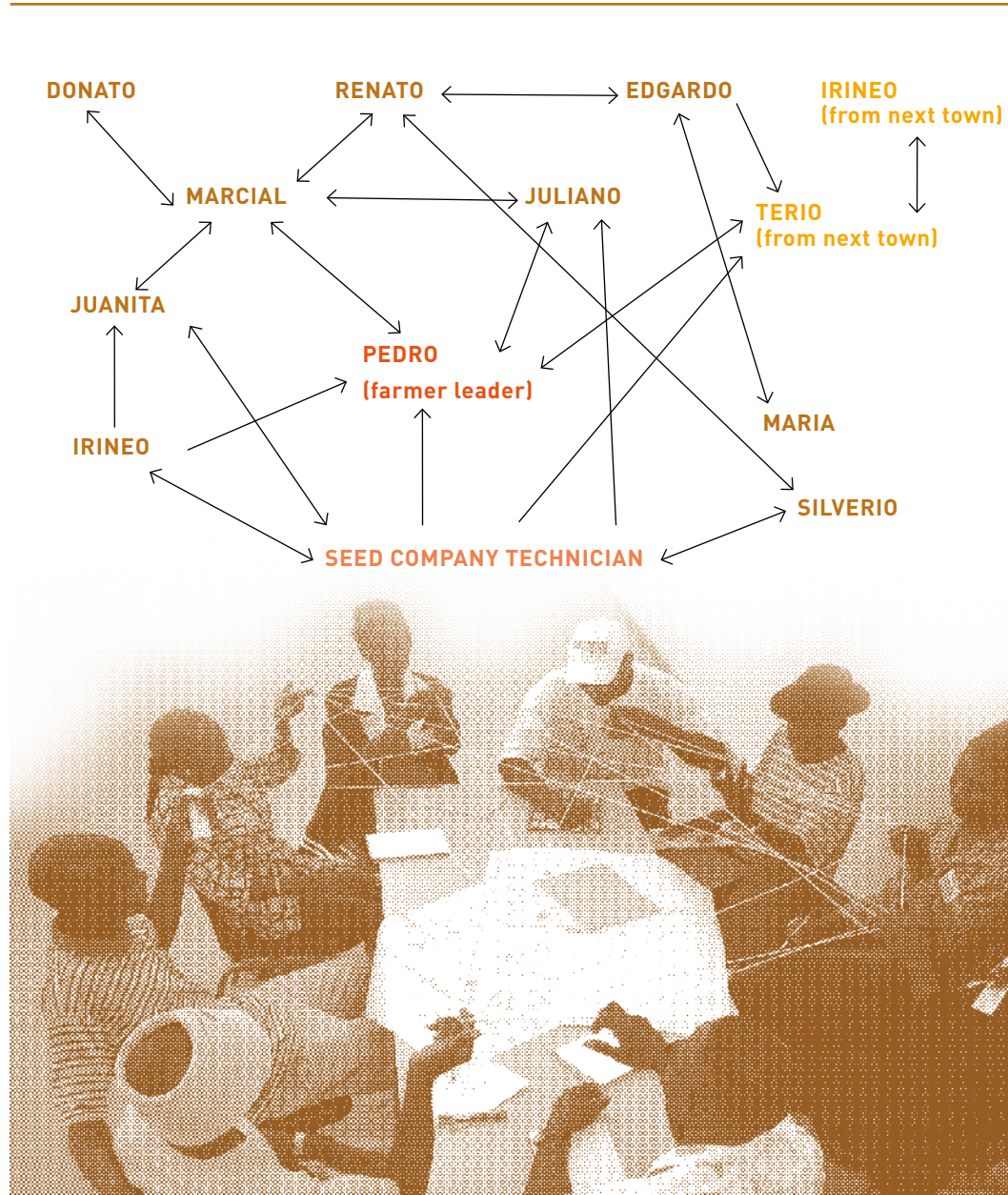
For best results, it is recommended to carry out the mapping exercise during a participatory session, asking the people to place themselves on the map writing their names on cards and putting them on a big piece of paper. They can draw relationship lines to the people they interact with, or include key knowledge resource persons they know. Then others can see how they can connect with these new knowledge resources through the people they already know.





Figure 2.4 is a sample social network map generated manually during a focus group discussion with farmers planting biotech corn in the Philippines. The map shows how the information flows from seed company technician to one farmer and eventually to other farmers through their social networks within and outside their community.

Figure 2.4 **Social network map among biotech corn farmers in the Philippines**



## SECTION 3

### PRCA TOOLS AND TECHNIQUES

There are a wide range of tools and techniques which can be used to do PRCA. They can be divided into four main categories, according to the kind of activities they facilitate and the information they generate (FAO, 2014):

1. **PRCA TOOLS FOR WARMING-UP, TEAM BUILDING AND ENERGIZING** – ideal to introduce participants to one another and open up the discussion, remove inhibitions, develop trust, encourage teamwork and kindle creativity. Examples include welcoming songs and dances, icebreakers and creative blockbusters.
2. **PRCA TOOLS FOR IDENTIFYING AND ANALYZING CRITICAL ISSUES** – designed to elicit specific information and facilitate decision making about the key development issues and communication entry points. Brainstorming, problem and objective tree, windows of perceptions, but also focus group discussions and interviews are typically used to find out how different actors perceive and define the issue under investigation and get more in-depth insights.
3. **PRCA TOOLS FOR KNOWING MORE ABOUT THE STAKEHOLDER GROUP OR COMMUNITY** – more suitable for the collection of geographical, historical, socio-economic data. Examples include various types of sketch maps and transects, as well as timelines, river of life and seasonal calendars.



- 4. PRCA TOOLS FOR COLLECTING COMMUNICATION-RELATED DATA** – linkage diagrams, net map, ranking and scoring exercises along with focus group discussions and interviews are among the best tools to investigate stakeholders' levels of awareness, interest, knowledge and skills, as well as the communication resources they might need or have already available.

Figure 2.5 matches the various research dimensions of the communication appraisal presented in the previous section (see Figure 2.1), with appropriate PRCA tools that will help gather the relevant information.

Figure 2.5 **Dimensions of the communication appraisal and appropriate tools**

Step	Research dimension	Tools
<b>1. SITUATION ANALYSIS</b>  Assessing contextual elements and secondary data related to the project or area of intervention, in order to define the scope and purpose of the field appraisal	Preliminary identification of key issues	Secondary data review, brainstorming, problem tree, objectives tree
	Analysis of policies and programmes	Secondary data review, focus group discussions (FGD), key informant interviews (KII)
	Organizational mapping	Secondary data review, Venn diagram, FGD, KII
<b>2. FIELD PRCA</b>  Participatory collection of data about stakeholders' characteristics, perceptions, knowledge, skills, attitudes, practices, communication resources and social networks	Prioritization of communication issues	Problem tree, objectives tree, windows of perception, FGD, KII, ranking and scoring
	Stakeholder analysis	Time line, direct observation, social map, FGD, KII, transect, seasonal calendar, ranking, questionnaires
	Knowledge, skills, attitudes and practices (KSAP) analysis	FGD, KII, questionnaires
	Analysis of communication resources	FGD, KII, direct observation, social map, Venn diagram, ranking
	Social network analysis	Linkage mapping, Venn diagram, FGD, KII, in-depth interviews

#### BOX 2.4 PRCA TOOLS: DOS AND DON'TS

- Start with PRCA tools that can engage large numbers of people and present a broad picture of the target group. This creates excitement and helps to warm up.
- PRCA tools should be used in such a way that they complement each other and assist you in verifying earlier information.
- Some PRCA tools are flexible and can be used for collecting different kinds of information.
- Some tools can only be used effectively after trust and rapport have been built between the team and the community.
- Some tools might be appropriate in one culture but not in another.
- All materials generated with PRCA tools and techniques must be left with the community. The PRCA team should make copies for their own use.

The next paragraphs will focus on some of the PRCA tools and techniques most commonly used in ComDev planning. For information on the whole range of tools it is recommended to consult the detailed Toolbox in the PRCA Handbook (FAO, 2014) or other handbooks such as Information and Communication for Natural Resource Management in Agriculture (FAO, 2006).

### 3.1 PROBLEM TREE

#### What is a problem tree?

A problem tree is a participatory planning tool commonly used in community-based approaches. It basically maps out the main issues affecting a community, along with their known causes and effects. Shaped like a “tree”, the focal problem is drawn as the trunk, the causes as the roots, and the consequences as the branches.

#### Advantages

Problem tree analysis is extremely useful in planning a successful communication programme as it can reveal the context of a rural development project and the complexities in a community. Done in a participatory manner, it contributes to build a shared sense of understanding of the problems and their possible solutions. By replacing the problems with desired states, the problem tree can be reversed into an objective tree that will serve as guide in envisioning the specific activities of the ComDev plan.

#### Disadvantages

Differences in perception of reality among members of the community can sometimes slow down the process. A good facilitator should be able to draw out the community members or participants' ideas and opinions in a way that puts the issue in focus, rather than digressing from it. Also, there is a tendency to undertake the listing of causes and effects in a mechanical way. Validation of causes and effects should rather be guided by scientific facts and logic.

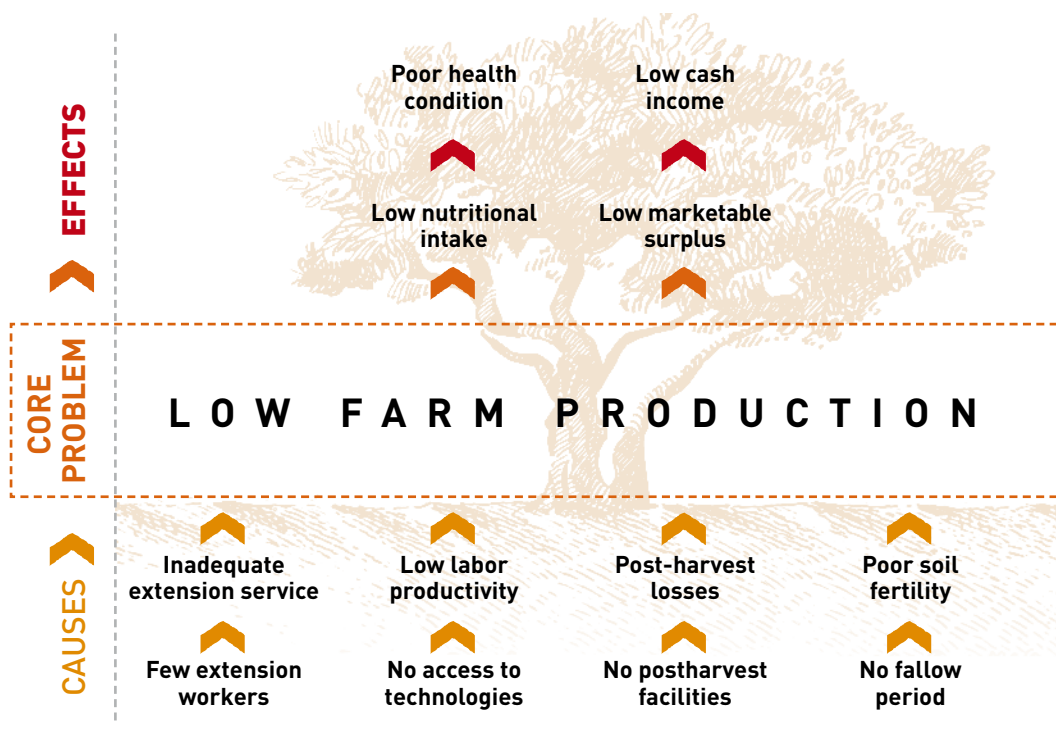




## Skills needed

It is easier to come up with a broad problem than to focus on a very specific and narrow one. A special skill for doing problem tree analysis is the ability to facilitate a group discussion that enables participants to distinguish a core problem and identify its possible causes. If there are numerous causes, participants should be guided to sort out which ones can be best addressed by a ComDev intervention.

Figure 2.6 Problem tree focusing on low farm production



## 3.2 KEY INFORMANT INTERVIEW

### What is key informant interview?

As the name implies, key informant interview (KII) involves a one-on-one interview with people chosen because they are deemed most knowledgeable about the subject matter or issue on hand. These informants are selected by virtue of their age, experience, position, authority, and/or involvement in activities pertaining to the subject being studied. For example, for information on village-wide communication resources, access and use, the village leader or chieftain could serve as the key informant. For activities in schools, which may be utilized for knowledge sharing about climate change, a science teacher or principal could very well be the interviewee.

The instrument used for KII is a questionnaire or topic guide. This guide serves as the reference in probing the issues with the respondent. Questions are usually open-ended to enable the respondents to answer in different ways. KII is a probing technique which essentially involves following up on specific points, by asking as many questions as necessary to get a good understanding of the issue. Hence, the interviewer must be familiar with the objectives so she/he can probe effectively.

## Advantages

The main advantage of KII is that it provides immediate insights into a particular issue or subject. It is most useful for collecting data on highly sensitive topics, when respondents are widely distributed over a large area, and when peer pressure may influence a respondent's answer in a group.

## Disadvantages

One limitation of KII is that results are respondent-specific and do not necessarily reflect the norm or average in the population. Another practical disadvantage is that some responses may not be accurately recorded by the interviewer as there may be a large gap between his/her knowledge and that of the respondent. Also, this is prone to interruption because the interviewer has little control over the setting or place where the interview is conducted.

## Skills needed

Unlike formal surveys, where the interviewer merely fills in or checks off responses, KII requires quick and creative thinking and the ability to understand and process the data provided by the informant. It is important that the interviewer is able to accurately receive and recall data, critically evaluate data, and act on the data as they are received in order to control and properly manage the interview.

### BOX 2.5 SAMPLE KII TOPIC GUIDE

**Objective:**

To determine the local communication network of female rice farmers in a given village.

Interviewer: \_\_\_\_\_ Date: \_\_\_\_\_

Name and position of key informant: \_\_\_\_\_

1. From whom do you seek or receive information about rice farming?
2. What specific information do you seek or receive from these sources?
3. With whom do you usually share this information and knowledge? Are you very particular when deciding with whom to share this information and knowledge? Why or why not?
4. What problems do you encounter when seeking the information and knowledge you need most about rice farming? How do you resolve these problems?
5. Can you please draw or illustrate the sequence or flow of farm information and knowledge exchange that occurs once you or your farmer colleagues are able to obtain them?





### 3.3 FOCUS GROUP DISCUSSION

#### What is a focus group discussion?

Focus group discussion (FGD) involves bringing together a group of stakeholders to talk about a specific topic. It takes advantage of group dynamics and allows respondents to be guided by a skilled facilitator to explore issues in depth. Focus groups should ideally be homogenous with six to eight members. The composition of focus groups is determined by certain factors with bearing on project objectives and design. These may include:

- Demographic data (age, gender, occupation)
- Position in the organization (officers, members)
- Level of knowledge and/or expertise on the subject matter for discussion
- Representativeness (farmers, NGOs, local officials, women, etc.)

FGD uses a topic guide similar to that used in KII. This guide is extremely important because it serves as a summary statement of the issues and objectives to be covered in the discussion. The topic guide also serves as the road map and memory aid. Prior to the FGD a detailed topic guide should be constructed to ensure informative session results. A good facilitator should be able to handle an FGD in a manner that allows the session to flow naturally and spontaneously.

#### Advantages

FGD provides the opportunity for group interaction, which generally stimulates richer responses and allows new and valuable thoughts to emerge. It gives first-hand insight into the respondents' behaviour and attitudes; although unlike interviews, its responses represent a group, not individuals.

#### Disadvantages

Managing the discussion group is rarely problem-free as group dynamics are often unpredictable. Some participants may be shy or reluctant to speak out in public, thus there is not much variation in their responses. Other participants may dominate the discussion or be disruptive. Processing of data may also take time, especially if the process has been recorded and needs to be transcribed.

#### Skills needed

FGD is perhaps the most difficult PRCA technique to handle. It often requires more than one person to conduct it, as somebody else needs to do the documentation. It also requires a skilful facilitator who can stimulate group discussion without losing sight of the objectives as well as handle disruptive participants. It may also require longer preparation of the materials (brown paper, topic or question guide, attendance sheet, meta cards, documentation devices, etc.) that are needed for a more interactive and fruitful discussion.

## BOX 2.6 SAMPLE FGD QUESTION GUIDE

### Objective:

To determine the farmers' perception of and attitudes towards Farmer Field School (FFS) and their likelihood to sustain their participation in it.

Facilitator: \_\_\_\_\_ Date: \_\_\_\_\_  
Participants \_\_\_\_\_

1. What is the value of FFS in your farming venture? What benefits do you get?
2. What factors do you think are most likely to affect your participation in this activity?  
How do you think you will address the negative factors, if any?
3. How do you think the current FFS can still be improved to benefit the farmers most?
4. Do you see yourself still participating in FFS three years from now? Why or why not?
5. Will you recommend FFS to other farmers in your community? Why or why not?

2

## 3.4 SOCIAL MAPPING

### What is social mapping?

Social mapping is translating information into a drawing, picture, or image that references data according to geographical location. Stakeholders draw or assist in drawing maps that depict certain elements relevant to those that are being studied. For example, using a village map, stakeholders may map out the location of various agricultural communication services to readily depict progress in one area or gaps in other areas.

### Advantages

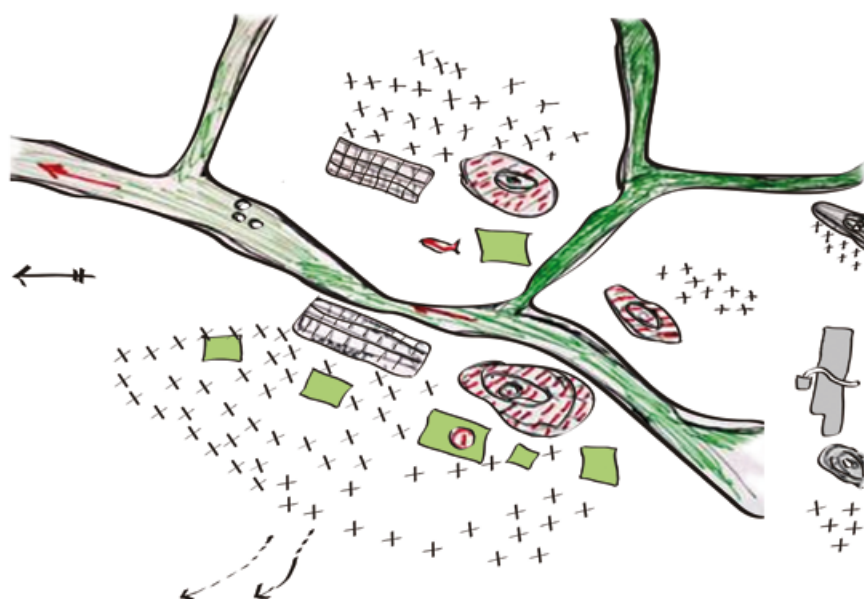
A map can be used to turn complex data into easily understood and conceivable images. People generally respond well to data presented in map form. Maps make for an effective communication tool as most maps can be grasped by a wide range of people with different backgrounds. Generating a social map requires little training and can be accomplished by most stakeholders.

### Disadvantages

When using maps, special care must be given to ensure that they closely resemble the real technical map. Standardization of information (symbols for schools, farms, communication services, settlements, radio station) must be carried out at the beginning of the activity to ensure that different map elements are recorded in the same way by all participants. Users sometimes accept maps as being accurate without taking into consideration the quality of the data used to produce them. Maps may oversimplify conditions found in the real world. As a result, maps can be misleading if the data used to produce them is inadequate.



Figure 2.7 Social map from West Bengal



### Skills needed

Social mapping requires familiarity with the area or place and ability to estimate distance and locations.

## 3.5 MATRIX RANKING

### What is matrix ranking?

This is a convenient and highly effective tool for prioritizing items. It involves ordering various items, conditions or perceptions in an objective manner. A popular one, which is most relevant to farming communities, is the preference ranking for communication channels especially among widely dispersed groups.

### Advantages

Matrix ranking complements other forms of data collection by generating basic information which leads to more direct questioning. Ranking is most useful for sensitive information. Often, informants tend to be more willing to rank preferences in a relative order than absolute order. Ranking scores are usually easier to obtain than absolute measurements and they can be aggregated. Preference ranking provides the opportunity to quickly survey a small sample of respondents and gives the interviewer the opportunity to reach a deeper understanding of why the respondent selects her/his preferences in the order s/he does.

## Disadvantages

Ranking can sometimes be a long process. Respondents can get bored quickly and begin to lose their concentration during the exercise. It is important to keep the number of items and criteria being ranked between four and eight to avoid confusion. It is also important to avoid mixing radically different types of items.

## Skills needed

Matrix ranking requires some training and a good deal of practice.



### ACTIVITY 2.3 PREFERENCE RANKING MATRIX WITH MULTIPLE RESPONDENTS

#### Objective:

To identify the most preferred sources of information about climate change among farmers.

#### Steps:

1. Choose a set of preferences or items based on the objective (i.e. sources of information).
2. Get a few (5–8) sample respondents to form a group.
3. Make a matrix as shown below and list the items for ranking as identified OUTPUT on the left column.
4. Ask each respondent (indicated by A–E below) to order their preferences from first to last, with one being the most preferred source.
5. Add up the scores from each respondent in each row to get the total score for each preference. Rank the total from lowest to highest. The item that gets the lowest score is the most preferred.

	RESPONDENT						Rank
	A	B	C	D	E	TOTAL	
Farmer-leaders	2	1	1	2	3	9	1 <sup>st</sup>
Mass media	3	2	5	5	1	16	4 <sup>th</sup>
Scientists	1	3	3	3	5	15	3 <sup>rd</sup>
Village officials	4	4	4	4	2	14	2 <sup>nd</sup>
Extension worker	5	5	2	1	4	17	5 <sup>th</sup>

## 3.6 DIRECT OBSERVATION

### What is direct observation?

Direct observation is a technique in which the planner systematically observes individuals, groups, events, processes, or relationships and records his/her observations. Included here is participant observation – when the planner stays in the community for a certain time to carry out an in-depth study. Results of direct observation can be recorded by using a checklist based on an observation guide that directs the taking of extensive notes in the field notebook.



## Advantages

Direct observation is a tool for collecting actual social data. It is useful for validation because it can be used to cross-check respondents' answers. It is also easy to learn, but one has to record his/her observations systematically.

## Disadvantages

For collecting data about social issues and conditions, observation should not be used as the sole monitoring method, especially if the members of the monitoring team are not from the project area. Interpretation and validation of observed findings are necessary and usually the only way to do this accurately is to consult or interview the concerned stakeholders.

## Skills needed

Direct observation requires attention to detail and the ability to record one's observations in a detailed fashion.

### 3.7 TIME LINE

#### What is a time line?

A time line is a visual tool for planning that depicts the occurrence of major events in the history of a community. The type of event depends on the issue being addressed. For example, community members may be asked to work on a time line indicating the evolution of mass media in their community going back to as many generations as they are able to recall. Or they may work on a time line depicting the major radio programmes their community has supported through the years, which have had an impact on their lives.

## Advantages

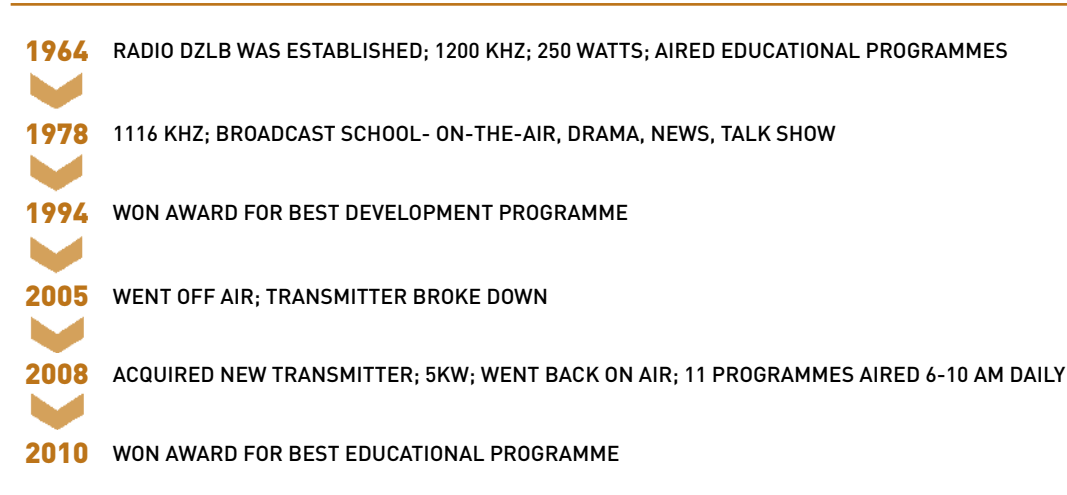
Understanding the past of a community is often necessary to analyze the present conditions, and to try to forecast how present conditions may evolve in the future. The time line helps the community understand which local, regional, or international events they consider important in their history, and how such events affected their lives (FAO, 2013). In the context of ComDev planning, a timeline can help illustrate the communication-related activities that a pilot community has gone through, given a particular development concern.

## Disadvantages

A timeline can only show the chronological flow of events hence it should be accompanied by a textual report, written or oral, when presented. The latter could

become a limiting activity if a majority of the participants cannot read and write, therefore it is the facilitator's duty to accurately capture what the participants are trying to depict.

Figure 2.8 **Broadcast operation time line of Radio DZLB in the Philippines**



### 3.8 VENN DIAGRAM

#### What is a Venn diagram?

The Venn diagram is considered a social data gathering tool. It uses circles to illustrate how different components of an institution or a community are linked, thus showing the relative significance of people, places, institutions, or ideas.

The bigger circles represent more important components while smaller ones signify less important elements. Further, the distance between circles connotes the level of interaction among the components. Overlapping circles indicate areas where the different components collaborate or participate in joint decision making. A small circle within a larger circle shows that one component is part of another (Ford *et al.*, 1992; International HIV/AIDS Alliance, 2003).

#### Advantages

The Venn diagram is very useful to get an initial overall picture of the stakeholder community and to analyze the social and power relations among different actors. It comes in handy especially to:

- compare aspects like relative importance and accessibility of different institutions or services (both local and external institutions can be represented);
- explore the relationships between people, institutions and services and their effects on vulnerability.





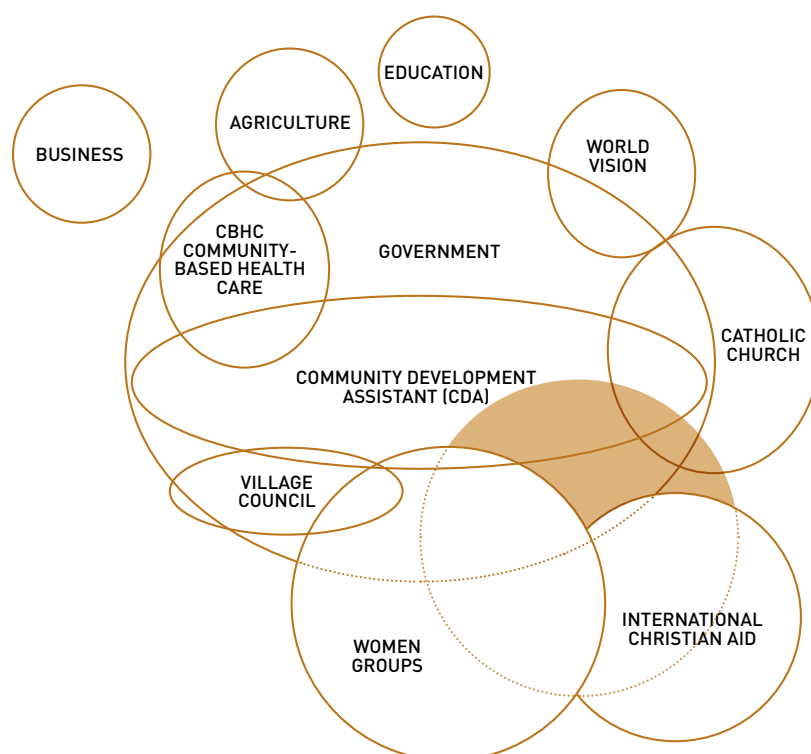
It may be used to generate discussion on the following topics (Ford *et al.*, 1992):

- levels of communication among organizations;
- role of project bodies;
- potentials for collaborative work;
- roles and significance of various institutions to community members;
- potential roles of new organizations;
- roles and significance of various institutions to one specific organization.

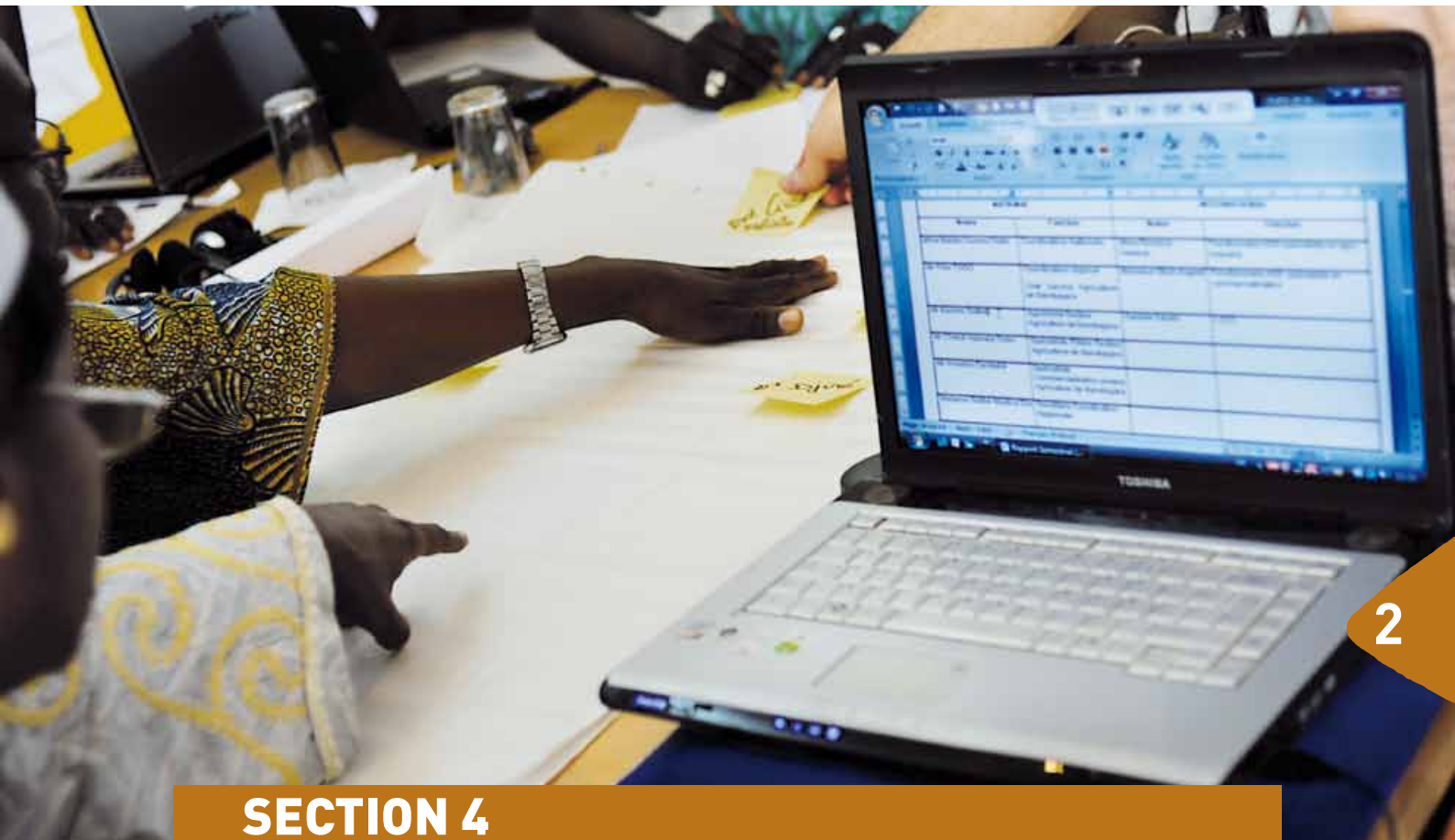
## Disadvantages

Concepts behind a Venn diagram are normally difficult to grasp. So, it is better to use it after having established rapport in the community and gained its confidence through other activities. The Venn diagram exercise should be undertaken after the problems and opportunities in the community have been clearly identified. This is because the Venn diagram can help identify the actors that will be involved in implementing the communication plan.

Figure 2.9 Venn diagram of a health project's stakeholders in Gambia



Source: Ford *et al.*, 1992



## SECTION 4

### PREPARING THE PRCA REPORT

After undertaking the communication appraisal, all the data and information generated is ready to be analyzed and compiled into a coherent report. PRCA results will give a comprehensive picture of the communication gaps and opportunities related to the key development issue – as identified and prioritized by the stakeholders – as well as the policy, institutions and organizations that can support the implementation of ComDev activities.

Different groups in the stakeholder community will be profiled, revealing their background and culture, as well as their knowledge, skills, attitudes and practices. Findings will include evidence on how people communicate within their community, their main sources of information from outside, the patterns of interaction, social influence and knowledge exchange. All of this shall constitute a **baseline** for the envisioned ComDev strategy and plan (see Module 3).

The worksheet 2.8 can be used to organize and summarize the results of the communication appraisal in order to prepare the PRCA report.



## WORKSHEET 2.8 KEY RESULTS OF PRCA

Research dimensions	Research questions	Key findings
Key development issues and communication entry points		
Policies and programmes that can facilitate or hinder the ComDev plan		
Potential partner organizations		
Priority communication stakeholders		
Stakeholders' knowledge, skills, attitudes and practice		
Available communication resources		
Existing social networks		

Here is the suggested outline of a comprehensive PRCA report. An example is provided by the Communication assessment and action plan for the LACC Project in Bangladesh (FAO, 2010).

## 1. Table of contents

## 2. Acknowledgements

This section is meant for the recognition of persons, groups, organizations involved in the appraisal:

- Who funded the study?
- Who conducted the study?
- Who participated in the arrangements for the study?
- Who provided information during the study?

## 3. Executive Summary

No more than one and a half pages, it should be written in such a way that people can quickly get the gist and be persuaded to read the entire report. It should contain:

- Summary of study background and purpose;
- Summary of the major findings and their significance;
- Summary of the recommendations;
- Overview of the report.

## 4. Introduction

This should discuss:

- Background information – the main topic and development issue, project status and priorities, the area and stakeholders under investigation (quoting the sources and including maps and pictures where possible).
- Rationale of the study: research purpose, justification, specific objectives.

## 5. Methodology

This part should explain:

- Where and when the study was conducted;
- Study design: sampling, participants, research methods, tools and techniques;
- Data analysis methods;
- Practical problems or limitations encountered;
- Reliability of results.

## 6. Presentation of findings

This is the heart of the report, pointing out the findings and their implications to the purpose of the study. It includes:

- Findings of the communication appraisal (see Worksheet 2.8);
- Tables, graphs, pie charts, maps, diagrams, photographs and all the visual outputs of the PRCA tools with text explanations to discuss the findings;
- Implications of findings to the purpose of the study and to the communication and development issues being considered.

## 7. Conclusions and recommendations

This is another part that the busy reader will focus on, so it should be given a lot of thought. No unsupported claims should be made since many readers use the quality of this section as a yardstick for measuring the whole work. Conclusions and recommendations are not cast in stone, they should be seen as the starting point for discussion. They must include:

- Summary of major findings and their significance;
- Lessons learnt;
- Next line of action for the project or development programme;
- Suggestions for communication action and specific inputs to the ComDev strategy.

## 8. Bibliography



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## FURTHER READINGS

### **Appreciative inquiry: tapping into the river of positive possibilities**

(H. Stevenson)

<http://www.clevelandconsultinggroup.com/articles/appreciative-inquiry.php>

### **Communication assessment and action plan for the Caribbean region**

(FAO, 2012)

<http://www.fao.org/docrep/016/ap604e/ap604e.pdf>

### **Participatory rural appraisal**

(IISD)

<http://www.iisd.org/casl/CASLGuide/PRA.htm>

### **Stakeholder analysis: winning support for your projects**

(Mindtools)

[http://www.mindtools.com/pages/article/newPPM\\_07.htm](http://www.mindtools.com/pages/article/newPPM_07.htm)

### **Planning tools: problem tree analysis**

(ODI, 2009)

[www.odi.org.uk/resources/details.asp?id=5258](http://www.odi.org.uk/resources/details.asp?id=5258)

### **Social mapping**

(IAPAD)

[http://www.iapad.org/social\\_mapping.htm](http://www.iapad.org/social_mapping.htm)

### **Tools together now! 100 participatory tools to mobilize communities**

(International HIV/AIDS Alliance, 2006)

[http://www.aidsalliance.org/includes/Publication/Tools\\_Together\\_Now\\_2009.pdf](http://www.aidsalliance.org/includes/Publication/Tools_Together_Now_2009.pdf)



## MULTIMEDIA RESOURCES

### **Video - PRA techniques**

(NIRD)

<http://www.youtube.com/watch?v=hry68YiUrHs>

### **Online training module - Participation in Appraisal**

(P. Bartle)

<http://cec.vcn.bc.ca/cmp/modules/par-int.htm>





## MODULE 3

# DESIGNING THE COMDEV STRATEGY AND PLAN



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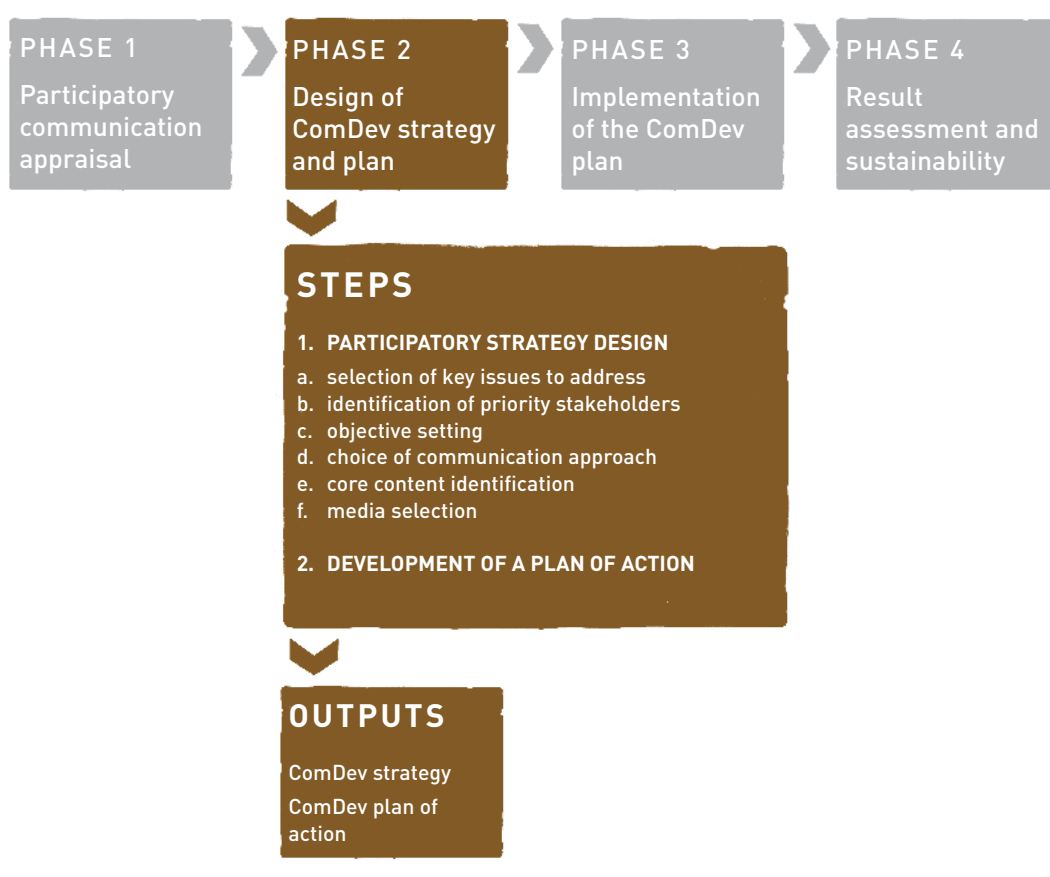


## RATIONALE AND KEY CONCEPTS

The findings from the participatory communication appraisal (phase 1) set the ground for the second phase of the ComDev process: **formulating a ComDev strategy and plan of action to address the identified needs and priorities**. After defining the key communication issues and the intended stakeholders, it is time to set specific objectives and narrow down the core content of the communication strategy, bearing in mind best approaches, media and channels to use in the given context. Community participation is fundamental to formulate a locally relevant and effective communication strategy for agricultural and rural development projects.

This module illustrates how to develop the ComDev strategy, guiding the readers through the various steps shown in Figure 3.1. The ComDev plan will later identify major activities, outputs and inputs needed to put the strategy into action.

Figure 3.1 **The ComDev planning process – focus on phase 2**



The key concepts introduced in this module include:

**Participatory communication strategy design (PCSD)** is the process in ComDev planning that uses the findings from the participatory field appraisal to set communication objectives that respond to the needs and priorities of local stakeholders. It also determines the content and channels of ComDev activities and services.

**ComDev strategy** is an integrated set of communication objectives, approaches, messages and channels to achieve overall project outcomes. It sets the lines of action that will bring stakeholders to jointly address communication-related issues and move forward to accomplish common goals.

**ComDev plan of action** is a tool to specify and schedule activities and products, and allocate resources to make a ComDev strategy operational on the ground. The ComDev plan has to be fine-tuned with local stakeholders to facilitate their mobilization, commitment and control over communication activities.

**Priority communication stakeholders** are those individuals, groups and organizations involved in, or able to influence the outcomes of the ComDev strategy and activities (referred to as “audience” or “targets” in non-participatory communication planning).

**Communication objective** is a statement expressing desirable states or possible solutions to a specific issue, in terms of changes in stakeholders’ knowledge, attitudes, skills or practices, under a given set of conditions and with a certain degree of success. It must be simple, measurable, achievable, realistic and time-bound (SMART).

**Participatory communication approaches** refer to specific functions that two-way communication accomplishes in the framework of a ComDev strategy. These include awareness raising, information and knowledge sharing, social mobilization, advocacy, edutainment and negotiation, among others.

**Communication method** is a way of interacting, sharing or exchanging information – such as interpersonal, mediated or mass communication. For each method, a number of communication channels can be used or combined.

**Communication channels (or media)** refer to any medium through which a message is conveyed to reach the intended stakeholders and establish with them a two-way communication process. These can be classified as folk or traditional media, community media, mainstream or mass media, information and communication technologies (ICTs) and social media.

**Multi-media mix** is a combination of two or more different types of communication channels to enhance the effectiveness of a ComDev strategy.



## CONTENT ABSTRACT

**Section 1** acts as a guide through the various steps to follow in ComDev strategy design, a participatory and bottom-up process. It provides a whole range of tips and examples on:

- selection of key issues to be addressed;
- identification and profiling of priority stakeholders;
- formulation of ComDev objectives;
- choice or combination of appropriate communication approaches;
- identification of core content;
- media selection.

**Section 2** looks into the array of communication channels that may be used in ComDev initiatives, briefly presenting their characteristics, potential and limitations. It also explains the value added of a thoughtful and creative multi-media mix.

**Section 3** discusses and brings together all the elements that constitute the strategy and plan of action of a ComDev initiative. Examples and templates are provided for easy understanding.

## LEARNING OBJECTIVES

After going through this module, the reader should be able to:

1. Explain what makes the ComDev strategy design a bottom-up process.
2. Use the findings of the communication appraisal as a guide for:
  - selecting the communication entry points;
  - identifying and profiling priority stakeholders;
  - setting stakeholder-oriented, workable communication objectives;
  - choosing appropriate communication approaches;
  - identifying the core content of the ComDev strategy;
  - selecting appropriate communication methods and media, or a combination of them.
3. Design a full-fledged ComDev strategy.
4. Outline a plan of action to specify major activities, outputs and resources required to achieve the strategic ComDev objectives.





3

## SECTION 1

# PARTICIPATORY COMMUNICATION STRATEGY DESIGN

Participatory communication strategy design (PCSD) is a bottom-up process that builds on the views and perspectives of local stakeholders, to come up with a communication response that meets their needs, fits their culture and is applicable to their situation. As a socially inclusive process, it involves collaborative decision-making between community members, subject matter specialists, local leaders, government officials, project staff and management, local media and institutions.



### PARTICIPATION CLUES

Any strategy intended to effect change in a rural community should be discussed with, understood and agreed upon by local stakeholders. The most critical part is stakeholder participation in defining the scope of change and planning for substantial activities to achieve the communication objectives (Tuftes and Mefalopulos, 2009). Empowering stakeholders to initiate rather than merely experience change at the local level increases the chances for project success.





To a large extent, the ComDev strategy is shaped by the background information gathered during the participatory communication appraisal. It is therefore important to analyze the data collected with stakeholders during the assessment, and transform it into usable accounts. ComDev professionals use dialogue and negotiations to facilitate the acknowledgment of differences and common ground, and to reconcile the various views on a topic or issue. This careful diagnosis is later combined with the logical process of problem solving and creative thinking.

As explained in Module 2, preliminary situation analysis helps clarify the project rationale and purpose as a framework for the communication strategy. Relevant information can be derived about key development issues or opportunities existing in the area of intervention as well as related policies, programmes and organizations. The field PRCA then reveals stakeholders' characteristics, needs, opportunities, problems and possible solutions, as identified and defined by them, as well as local communication resources and social networks (e.g. information sources, preferred channels, opinion leaders).

*So, what particular data sets of the communication appraisal are relevant for ComDev strategy design?* As illustrated in Figure 3.3, the review should especially focus on data that reflect local views and perspectives about:

- communication entry points to address local development priorities;
- priority stakeholder groups and their characteristics;
- stakeholder knowledge, skills, attitude and practice (KSAP) about the given issues;
- communication systems, resources, channels available in the community;
- social networks influencing power structures and knowledge flows.

The methodology for communication strategy design follows six major steps that are shown in Figure 3.2:

Figure 3.2 **Steps in ComDev strategy design**

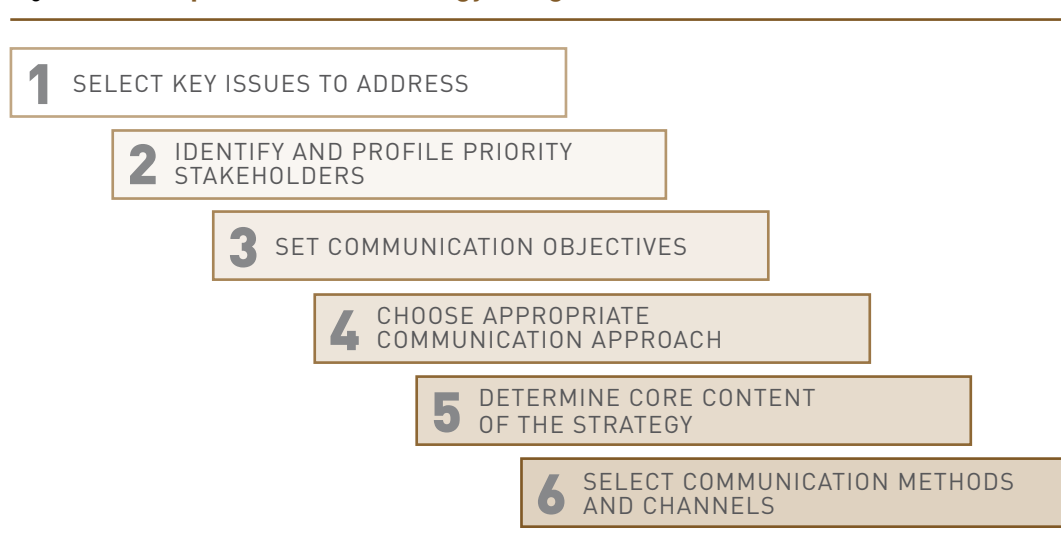
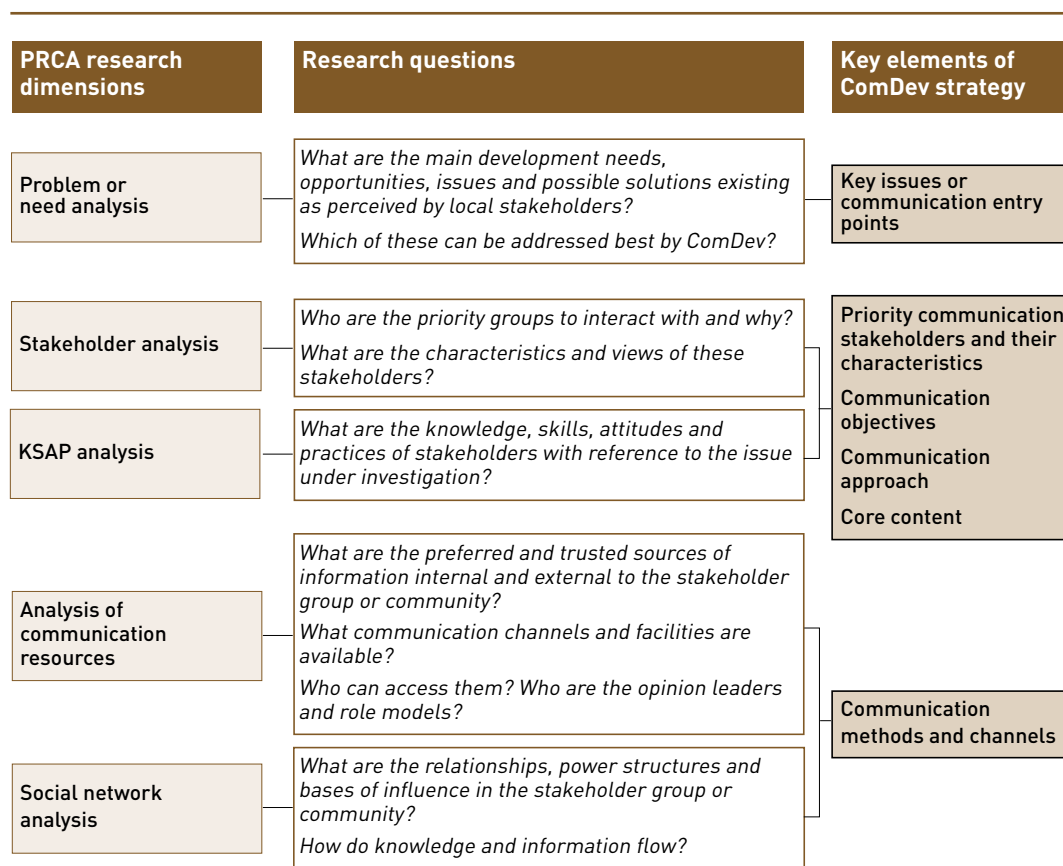


Figure 3.3 **PRCA findings relevant for strategy design**



## 1.1 SELECTING KEY ISSUES TO ADDRESS

*What problems or issues do project stakeholders consider to resolve through a ComDev intervention? What are the gaps between the ideal situation (what the project aims to achieve) and the current situation of the stakeholder group or community? Such gaps, also called **communication entry points**, will emerge from situation analysis and from the information collected during the PRCA through focus group discussions, key informant interviews and problem tree analysis.*

Module 2 of this sourcebook presents how to detect communication-related issues at the beginning or in the course of a development project (paragraph 1.2) and later validate and prioritize those potential entry points with the intended communication stakeholders (paragraph 2.2).



 Let's take for example a communication strategy designed for the Philippine National Greening Programme.

### BOX 3.1 PHILIPPINE NATIONAL GREENING PROGRAMME (NGP)

The NGP is a government programme executed by the Department of Environment and Natural Resources (DENR) of the Philippines. It seeks to plant 1.5 billion trees over 1.5 million hectares in lands of public domain, for a period of six years from 2011 to 2016. The public lands include forestlands, mangroves and protected areas; ancestral domains; civil and military reservations and urban areas. The 1.5 billion trees are expected to be 50 percent forest trees for production and protection purposes and 50 percent agroforestry or a mix of fruit and forest trees.

The NGP is also a multisector project that harmonizes all greening efforts of the major private and public actors in the country. Its goal is to pursue sustainable development for poverty reduction, food security, biodiversity conservation and climate change mitigation and adaptation.

The expected outcomes of NGP include:

- improved household incomes and well-being;
- increased production of food crops, timber, and non-timber forest products;
- stability and productivity of watershed;
- reduced soil erosion;
- improved farm level productivity and stability.

[NGP, 2011]

The information that guided the strategy design was obtained during a *Planning Workshop on Advocacy, Communication and Social Mobilization* participated by different stakeholder groups. Data pertinent to the identification of communication issues are presented in Table 3.1.

Table 3.1 **Issues or gaps in NGP identified through stakeholder consultation**

Ideal situation	Existing situation	Gaps
Stakeholders understand the salient provisions of the NGP and are able to participate in and enjoy the benefits of the programme	Stakeholders continue to live at or below poverty line, due to poor access to alternative sources of livelihood, marketing, technologies and the benefits derived from such	Lack of knowledge and access to information about NGP and proper tree planting
Stakeholders appreciate the value of tree planting as part of their culture and the broader national goal of sustainability	Stakeholders are complacent about sustainability and do not realize the benefits of greening efforts, due to failures in the past	Lack of culture on tree planting as part of sustainability goal and no appreciation of value and benefits of NGP
Stakeholders apply the scientific ("correct") technique of tree planting and tree plantation maintenance	Only few people's organizations imbibe the proper skills and attitude to maintain and protect the planted areas	Little know-how on application of scientific technology in tree planting and plantation maintenance

**Activity 3.1** tests the acquired capacity to select key communication issues and entry points drawing on personal work experience or based on the results of a previous PRCA.



### ACTIVITY 3.1 SELECTION OF ISSUES TO ADDRESS IN THE COMDEV STRATEGY

Focus on a development issue raised by community stakeholders during the communication appraisal. Describe the existing versus the ideal situation, considering both project goals and the views expressed by stakeholders during field consultations.

What gaps exist between the two? Focus on the issues that communication activities or services can help reduce or maximize, as a step towards achieving project goals.

<b>Ideal situation</b> (Synthesis of community and project views)	<b>Existing situation</b> (Synthesis of community and project views)	<b>Gaps</b> (Communication entry points)

3

## 1.2 IDENTIFYING AND PROFILING PRIORITY STAKEHOLDERS

Stakeholders constitute an important component of the ComDev strategy, whose success partially depends on understanding who exactly should be involved. The more familiar one is with the stakeholder groups, the easier it will be to design specific communication activities, services or messages which fit in with their characteristics. This will help avoid the risk of using inappropriate approaches, contents or channels. Stakeholder segmentation, profiling and prioritization are part of **stakeholder analysis**, usually done during the PRCA (see paragraph 2.3 of Module 2).



### PARTICIPATION CLUES

Understanding the stakeholders' background and way of thinking can trigger creative approaches when designing the ComDev strategy (FAO, 2004). Actively listening to stakeholders and factoring in their ideas actually enables them to contribute to a more meaningful, relevant and effective strategy design.




 Returning to the NGP example, who are the priority stakeholder groups of the programme? What are the reasons for prioritizing these groups? What are their socio-demographic and economic characteristics? Table 3.2 lists the priority stakeholder groups as identified during the participatory planning workshop and the consultation with NGP national staff. The information gives sufficient background on the target group in the ComDev strategy.

Table 3.2 **Classification and prioritization of stakeholder groups in the NGP**

Priority	Stakeholder group	Reason	Characteristic
Top priority	Students	<ul style="list-style-type: none"> <li>Constitute a large bulk of the group</li> <li>Are young, energetic, and willing to learn</li> <li>Will reap benefits in the future</li> </ul>	<ul style="list-style-type: none"> <li>Secondary and tertiary school level</li> <li>15-22 years old</li> <li>Mostly unmarried</li> <li>Largely middle class</li> <li>Highly literate</li> </ul>
	Government employees	<ul style="list-style-type: none"> <li>Can be role models</li> <li>Being government-affiliated, they are supportive of NGP</li> </ul>	<ul style="list-style-type: none"> <li>College graduate; some with masters and PhD degrees</li> <li>Mostly married</li> <li>Largely middle working class</li> <li>Located in urban areas</li> <li>Highly literate</li> </ul>
Second priority	Programme beneficiaries (participants of community-based forest management, upland farmers, agrarian reform communities.)	<ul style="list-style-type: none"> <li>Stand to benefit from NGP due to low, unstable income</li> <li>May be occupants of public domain lands</li> </ul>	<ul style="list-style-type: none"> <li>Poor, marginalized sector</li> <li>Male and female</li> <li>Middle to old age</li> <li>Farming occupation</li> <li>Land tenant</li> <li>Unstable income</li> <li>Little or no education</li> </ul>
Third priority	LGU officials	<ul style="list-style-type: none"> <li>Serve as role model being the project implementers and partners</li> </ul>	<ul style="list-style-type: none"> <li>Policymakers</li> <li>Middle class</li> <li>Mostly married</li> <li>Male or female with college degree</li> <li>Render technical assistance</li> </ul>

Another key attribute of stakeholders is constituted by their knowledge, skills, attitudes and practices (KSAP). The results of KSAP analysis (see paragraph 2.4 of Module 2) will give an idea of what stakeholders currently know, what skills they possess, how they feel and what they do in relation to a development concern, a new practice, technology or livelihood programme.


 KSAP results are crucial to formulate the communication objectives, select the communication approach and choose the communication media or channels for the ComDev strategy. Table 3.3 again uses the example of the NGP to show how each stakeholder group has different kinds of knowledge, skills, attitudes and practice about a development concern such as tree planting.

Table 3.3 **KSAP of NGP stakeholders in relation to tree planting**

Stakeholder group	Knowledge	Skill	Attitude	Practice
<b>Students</b>	NGP is only for farmers in the upland areas	Very little skill on correct technique of tree planting	Have neutral attitude towards NGP (neither favour nor disfavour it)	Have little or no opportunity to join in tree planting activity
<b>Government employees</b>	NGP is a government programme to reduce poverty	Moderately skilled in correct tree planting technique	Moderate to strong support of government efforts on greening programme; appreciative of NGP	Have planted trees in past greening programmes
<b>Programme beneficiaries (participants of community-based forest management, upland farmers, agrarian reform communities)</b>	Participation in NGP will grant them a certificate of stewardship	High to moderate skill in correct tree planting; moderate to low skill in plantation maintenance	Negative attitude to government that might take away their land	Removing seedling out of plastic bag before planting; chemical spraying of trees
<b>LGU officials</b>	NGP is beneficial to stakeholders in the community	Moderate to high skill in correct tree planting technique	Supportive of NGP as implementing agency	Take the lead in planting being the role model

### 1.3 SETTING COMMUNICATION OBJECTIVES

Once the key communication entry points and the priority stakeholder groups have been identified, the next step is setting the communication objectives. These will be the basis to determine the rough core content of the ComDev strategy and to select communication methods and channels. Also, the objectives will provide targets for evaluation of the ComDev initiative (see **Module 6**).

The diagram in Figure 3.4 illustrates how the ComDev planning process starts wide, with the participatory communication appraisal, and then narrows down with the strategy design to define specific communication objectives necessary to achieve successful change and programme sustainability.

The communication objectives should indicate what kind of change is required to meet the stakeholders' needs and priorities. Characteristics and profiles of the stakeholder groups should also be considered in the formulation, as these affect the level of attainment of the objectives.





Figure 3.4 The funnel approach to objective setting



Source: Tufte and Mefalopulos, 2009

ComDev objectives are often stated and measured in terms of changes in **knowledge, skills, attitudes and practices (KSAP)** as in the example presented in Table 3.4.

Table 3.4 **Sample ComDev objectives formulated as desired changes in stakeholders' KSAP**

Dimension of change (KSAP)	Guiding principle	Communication objective
Change in knowledge	<i>What should stakeholders know about the intervention?</i>	Farmers should be able to clearly explain the losses from rodent infestation.
Change in skills	<i>What skills associated with the intervention should the stakeholders possess?</i>	Farmers should be able to set up and operate the trap barrier system in the field as a tool for rodent control.
Change in attitude	<i>How do they feel about the intervention? Are they in favour or opposed?</i>	Farmers should be able to appreciate the importance of controlling rodent damage in their field.
Change in practice	<i>What would they actually do about the intervention?</i>	Farmers should be able to deliberately and systematically adopt trap barrier systems to control rodents.

It should be noted that the objectives reflect the content or focus of the communication activities that will be implemented with each stakeholder group. For example, if a group of stakeholders is already pushing for the desired changes, the communication activities should be providing supporting messages. If, on the other hand, the intended stakeholders are doing nothing to address an issue, then they should be encouraged to acknowledge the negative consequences deriving from their current practices, and strongly motivated to take action towards change.

Grounded on a proper identification of issues and stakeholders, the objectives of the ComDev strategy are easily developed if guided by the following tips:

1. Write from the stakeholders' perspective – they are the ones who drive the change.
2. Observe the SBCD pattern – indicate the stakeholder group, the behaviour desired, the condition under which the desired change is to take place, and finally the expected degree of success.
3. Write objectives that are SMART – simple, measurable, achievable, realistic and time-bound.

## 1. Stakeholder orientation

In ComDev, the strategy and plan are formulated from the stakeholders' perspective: this also applies to objective setting. ComDev goals should properly specify and emphasize the desired changes to be achieved with and by the stakeholders themselves. It is thus important to use their point of view, instead of the project implementers' perspective, when phrasing and setting indicators for measuring success (see the example below).

Objective stated from project implementers' perspective	Stakeholder-oriented objective
Producing at least 20 public service announcements (PSA) and participatory videos on disaster risk management	After producing and distributing 20 PSA and participatory videos on disaster risk management, at least 40 percent of the village households are able to identify various ways of reducing disaster risks

### ACTIVITY 3.2 STAKEHOLDER-ORIENTED OBJECTIVES

Bearing in mind the important principle of stakeholder orientation, transform the objectives listed under the first column into stakeholder-oriented objectives. Re-state the objectives guided by the question: *what should the stakeholders be able to do after having participated in the communication activity?*

Project implementer-oriented objective	Stakeholder-oriented objective
At the end of the one year period, conduct at least three training courses on disaster preparedness among household heads of community.	
Within the first three months of project implementation, organize at least 1 listening group for the disaster risk management among members of community.	
Within the first year, put up at least five information and communication centres for disaster risk advisories in municipality.	



## 2. SBCD elements

A good communication objective should contain the four SBCD elements:

**S** = Stakeholder (a single intended group of stakeholders)

**B** = Behaviour (action or change desired)

**C** = Conditions (time, place, situation) under which the desired change should occur

**D** = Degree (extent or measure) of success

The example below is useful to identify the SBCD elements in a stated objective.

Sample objective	SBCD Elements
At the end of the two week training on disaster risk management, at least 80 percent of the participants should be able to demonstrate two strategies for managing disaster risks.	S = training participants B = demonstrate two strategies C = after two week training D = 80 percent of participants

Activity 3.3 provides two examples of ComDev objectives to observe the SBCD pattern.



### ACTIVITY 3.3 SBCD ELEMENTS OF COMDEV OBJECTIVES

Identify the SBCD elements in the objectives stated below:

Eight out of ten local leaders should be able to identify five steps in developing a vulnerability assessment for their village without referring to the printed manual.	S = B = C = D =
At least 65 percent of the rice farmers should be able to describe the symptoms of pest infestation in their crop after the training programme on local pest surveillance.	S = B = C = D =

### 3. SMART principle

When writing a good communication objective, the following basic characteristics should be kept in mind (see Table 3.5):

S = Simple

M= Measurable

A= Achievable

R= Realistic

T= Time bound

Table 3.5 **Description and examples of SMART objectives**

SMART principle	Description and examples
<b>1. Simple</b>	<b>Reflects a single idea at a time; not more than one behavioural objective at a time</b>
Simple	By the end of one year, at least 50 percent of community members are able to demonstrate at least two strategies for disaster risk management
Not simple but compound	By the end of one year, at least 50 percent of community members are able to demonstrate at least two strategies for disaster risk management and provide leadership training for other members in the community
<b>2. Measurable</b>	<b>Observable, visible, uses an operative verb</b>
Measurable	By the end of one year, at least 40 percent of women members occupy major positions in the local disaster risk management committee.
Not measurable	By the end of one year, women are empowered members in disaster risk management.
<b>3. Attainable</b>	<b>Can be accomplished given existing resources (time, people, money)</b>
Attainable	By the end of one year, at least 20 percent of women members occupy major positions in the local disaster risk management committee
Unattainable	By the end of one year, all major positions in the local disaster risk management committee are occupied by women members.
<b>4. Realistic</b>	<b>Can be accomplished given the normal human capability and based on typical experiences</b>
Realistic	Able to produce at least two radio programmes on women's roles in disaster risk management.
Unrealistic	By the end of one year, women members of the local community are able to produce five daily radio broadcasts on women's role in disaster risk management
<b>5. Time bound</b>	<b>Sets the time period by which the target behaviour should have been accomplished</b>
Time bound	By the end of one year, at least 20 percent of women members occupy major positions in the local disaster risk management committee.
Open ended	Women members occupy major positions in the local disaster risk management committee.




 Table 3.6 applies the guidelines for writing good communication objectives to the National Greening Programme (NGP) example.

Table 3.6 **Communication objectives setting for the NGP**

Key issues	Priority stakeholders	Communication objectives
<ul style="list-style-type: none"> <li>• Lack of knowledge and access to information about NGP and proper tree planting</li> <li>• Lack of cultural knowledge on planting trees as part of sustainability goal</li> <li>• Lack of appreciation of value and benefits of tree planting</li> <li>• Little know-how on application of scientific technology in tree planting and plantation maintenance</li> </ul>	<b>Students</b> Currently in high school or university level; young; single; male and female; largely middle class; literate	At the end of one year of NGP implementation, at least 85 percent of the population of students and government employees will be able to: <ol style="list-style-type: none"> <li>1. Describe the NGP as a greening programme.</li> <li>2. Explain how NGP differs from past greening efforts.</li> <li>3. List the ways in which they can participate in NGP.</li> <li>4. Explain the scientific way of planting trees.</li> <li>5. Plant 10 tree seedlings a year in designated areas using scientific planting methods.</li> </ol>
	<b>Government employees</b> Highly educated (with BS, MS or PhD degree); mostly married; young to old; middle working class; located in urban and rural areas; highly literate	
	<b>Programme beneficiaries</b> (participants of community-based forest management, upland farmers, agrarian reform communities) Poor and marginalized; land tenants; farming as occupation; unstable income; little or no education; male and female; middle to old age	At the end of one year implementation of NGP, at least 85 percent of the programme beneficiaries will be able to: <ol style="list-style-type: none"> <li>1. Describe their roles and responsibilities in NGP.</li> <li>2. State the policies on harvesting and using trees planted in designated areas.</li> <li>3. List the benefits and incentives of NGP.</li> <li>4. Identify agencies they can approach for livelihood and marketing opportunities.</li> <li>5. Plant 10 tree seedlings a year in designated areas using scientific planting methods.</li> </ol>
	<b>LGU officials</b> Policymakers; male and female with college degree; young to old; mostly married; middle class; render technical assistance; literate	At the end of one year implementation of NGP, at least 85 percent of the LGU officials will be able to: <ol style="list-style-type: none"> <li>1. Describe their roles and responsibilities under NGP.</li> <li>2. Identify at least 3-4 benefits of NGP.</li> <li>3. Explain the salient points of Executive Order 26.</li> <li>4. Explain the scientific way of planting trees.</li> <li>5. State the policies on harvesting and using trees in designated areas.</li> </ol>



### ACTIVITY 3.4 WRITING COMMUNICATION OBJECTIVES

Get a copy of the project document of any development initiative or intervention, and review its objectives. In the first column below, copy two objectives as stated in the project document. In the second column formulate at least two related communication objectives following the stakeholder orientation, SBCD and SMART criteria.

Project objective	Communication objective (stakeholder-oriented, SBCD, SMART)

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## 1.4 CHOOSING THE APPROPRIATE COMMUNICATION APPROACH

The communication approach is “a specific communication focus, or set of coherent tactical actions, aimed at achieving a certain objective” (Mefalopulos, 2008).

Communication approaches overlap to some extent but are not mutually exclusive. Each puts emphasis on a specific element of the strategy (e.g. intended stakeholders, objectives to accomplish, core content or communication methods to apply). Examples include information and knowledge sharing, social marketing, awareness raising, behaviour change communication, social or community mobilization, edutainment and advocacy communication, among others.

Aligned with the participatory nature of ComDev, major approaches aimed at the active engagement of communication stakeholders are discussed on the next page.





## Information and knowledge sharing

Communication makes information available in forms that rural people find useful, relevant and attractive. Information and learning materials about new topics, technologies or practices are provided in styles and formats that people can easily comprehend. They can overcome literacy barriers through audiovisual materials and reach specific audiences more effectively (through either interpersonal or group communication, mass media or new ICTs). ComDev also strengthens knowledge sharing mechanisms to improve local capacities, and **bridge the gap between local or indigenous knowledge and scientific knowledge**. With information and facts at hand, people are able to make informed choices between adoption and rejection of a new idea, practice or technology.

### BOX 3.2 OPENING UP INFORMATION NETWORKS FOR FARMERS IN GHANA

A research programme on resource degradation in sub-Saharan Africa used participatory radio broadcasting to support and facilitate access to agricultural information in remote farming communities of northern Ghana. The team decided to experiment with vernacular broadcasts in six local languages to extend the reach of the messages emerging from the study.

The programme was designed in a magazine format, featuring drama, information from the presenter and panel discussion, interspersed with jingles and traditional music. The drama script was written and discussed with six acting troupes to adapt the text and identify culturally appropriate forms and situations for each language group. The radio programme on soil and water conservation, performed in vernacular language with the participation of local actors, was aired and followed by a thematic discussion with listening groups.

Evaluation results showed that farmers who listened to the participatory radio drama gained knowledge on the importance of soil conservation, reinforced their decision to limit bush-burning and tree cutting, and were able to jointly discuss and find ways to adapt their farming practices to incorporate conservation principles. In addition, they enjoyed taking part in the implementation.

[Chapman *et al.*, 2003]

## Awareness raising

Awareness raising is a key approach in communication for development. It serves to **promote the visibility and credibility of a topic or issue and increase general understanding**. For example, emerging issues such as climate change need specific communication efforts to raise levels of public awareness and understanding of its causes, effects and possible solutions.

Awareness raising is constructive and can lead to positive changes in people's perceptions, attitudes, belief and actions.

### BOX 3.3 RAISING AWARENESS ON THE IMPORTANCE OF FAMILY FARMING

In occasion of the International Year of Family Farming (IYFF) 2014, FAO and the World Association of Community Radio Broadcasters (AMARC) joined forces to launch an awareness campaign that targets farmer organizations and the rural population at large. The main goal is to inform about the importance of family farming in the fight against hunger, as well as to advocate for the role of ComDev and community media as drivers of social change and development in rural areas.

In particular the campaign is meant to:

- inform about the IYFF and related FAO activities and regional dialogues
- raise awareness on the importance of family farming and promote it as a solution to eradicate hunger, food insecurity and rural poverty
- give small scale and family farming organizations the opportunity to voice their concerns, needs and expectations
- open up and strengthen multistakeholder dialogues on the challenges and promises of family farming at the local, national and international levels
- highlight the contribution of ComDev and community radio in advancing family farming

The campaign consists of miniseries of radio programmes (5 to 10 minutes long) that AMARC will produce in three languages (Spanish, French & English) and broadcast also in local languages through its international network of community radios. The main inputs for these radio programs are being captured during regional consultations and dialogues organized by FAO and AMARC in preparation for the IYFF.

(FAO, 2013)

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## Social mobilization

In simple words, social mobilization calls for **the establishment of a broad-base demand, support and action towards a development goal**. Networking, partnership and alliance building are key components of social mobilization, strategic to create consensus and promote resource sharing and synergy of efforts (Velasco *et al.*, 1999). The actors involved include community members and other relevant segments of the society such as decision makers, religious associations, professional groups, opinion leaders and service providers. Allies can come from NGOs, church-based and non-profit organizations, the private business sector, academe, research institutes and development organizations.

In this approach, ComDev fulfills its function of increasing rural communities' readiness for collective action. It is an intensive process of awakening critical consciousness and developing leadership capabilities, to get organized and tackle an issue. When communication is used to trigger active participation and networking, the outcome is often successful and sustainable, as people feel more committed and strive to ensure effective implementation of plans they personally contributed to. In a way, it is a process of empowering local communities and encouraging self-reliance.



The social mobilization approach is exemplified by the National Greening Programme (NGP) of the Philippines illustrated throughout this module. The NGP communication strategy (see paragraph 3.1 of this module) focuses on mobilizing government employees, students and private organizations – in addition to upland farmers – to play an active role in national efforts for environmental sustainability, by planting and taking care of tree seedlings.

## Advocacy

Advocacy is communication directed at political, business, and social leaders, at national or local levels, who should take action to support project or programme objectives. Its main purpose is to promote and influence change at the public or policy level, for instance in the form of legal reform or enactment of new laws, policy decisions and formulation, administrative directives, resource mobilization and financial allocation.

ComDev uses participatory techniques, methods and tools to **give rural people the means to articulate their opinions and voice their needs**. In this sense, communication can play an intermediary role **contributing towards a more inclusive and people-oriented policy environment**. By strengthening and presenting rural voices in ways the decision-makers understand, and vice versa by making relevant information accessible to even the most remote or marginalized communities, communication helps facilitate policy dialogue and negotiation.

### BOX 3.4 BRINGING COMMUNITY CONCERNS TO THE NATIONAL AGENDA IN PAKISTAN

Since the 1990s, the fishing and farming communities around the Manchar Lake were affected by pollution from a government-led land draining project. In 2005-2007 PANOS partnered with civil society organizations and media to ensure that the affected communities' concerns about their environment, livelihood and health would be acknowledged. An integrated ComDev approach combined various methods such as first person testimony, alliance building, inclusive dialogue and working with mainstream media.

A people's assembly gathered by the banks of Manchar Lake more than 1,200 community members along with local leaders and landowners, NGOs, community-based organizations, and media representatives. During the assembly, an interactive theatre performance brought the oral testimonies on stage, encouraging further dialogue and participation from the audience. The meeting ended with a specific set of recommendations for provincial and national policymakers. A trained team of journalists also transformed the testimonies into print and TV features that were widely disseminated to increase national understanding and advocate for a timely intervention by higher-level policymakers.

[ComDev Asia, 2012]

Understanding and choosing the communication approach for a given set of stakeholders and communication objectives is crucial in the phase of strategy design. Activity 3.5 can be used to test the knowledge gained about communication approaches.



### ACTIVITY 3.5 COMDEV APPROACHES

For each activity on the left column, choose the communication approach that you think it relates to. Then briefly explain your choice.

Activity	Communication approach
Producing and distributing leaflets in local language on what climate change is	
Promoting group meetings to discuss collection of wet waste for composting and organizing a village eco-centre	
Airing a radio spot about the benefits of organic farming	
Orienting the village leaders on how to conduct climate vulnerability and adaptation assessment	

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## 1.5 IDENTIFYING THE CORE CONTENT OF THE COMDEV STRATEGY

According to OECD (1999), the content of any communication strategy will have greater chance for success if the information is: (a) accessible; (b) accurate; (c) verifiable; (d) complete; (e) timely; and (f) relevant.

Once the objectives have been set and the communication approach selected, it will be easier to delimit the core content of the ComDev strategy, keeping in consideration the results of PRCA and in particular KSAP analysis. Again, to ensure soundness and relevance, this process of content identification should be done in a participatory way, involving both local communities and technicians.



Table 3.7 draws on the experience of the communication plan for the Philippine National Greening Programme (NGP) as an example of how to identify the core content. Initial inputs were derived from the planning workshops and consultations with subject matter specialists and key stakeholders. The content was further refined to fit the identified key issues, priority stakeholders and communication objectives.

Table 3.7 **Core content of the NGP strategy based on identified issues, stakeholder groups and communication objectives**

Key issues	Priority stakeholders	Communication objectives	Core content
<ul style="list-style-type: none"> <li>Lack of knowledge and access to information about NGP and proper tree planting</li> <li>Lack of cultural knowledge on planting trees as part of sustainability goal</li> <li>Lack of appreciation of value and benefits of NGP</li> <li>Little know-how on application of scientific technology in tree planting and plantation maintenance</li> </ul>	<b>Students</b> Currently in high school or university level; young; single; male and female; largely middle class; literate	At the end of one year of NGP implementation, at least 85 percent of the population of students and government employees will be able to: <ol style="list-style-type: none"> <li>Describe the NGP as a greening programme.</li> <li>Explain how NGP differs from past greening efforts.</li> <li>List the ways in which they can participate in NGP.</li> <li>Explain the scientific way of planting trees.</li> <li>Plant 10 tree seedlings a year in designated areas using scientific planting methods</li> </ol>	<b>What is NGP?</b> <b>How does it differ from the past greening efforts?</b> <b>What are the stakeholders' roles in the implementation of NGP?</b> <b>How will they be able to participate:</b> <ul style="list-style-type: none"> <li>who to contact</li> <li>what to plant</li> <li>where to plant</li> <li>when to plant</li> <li>how to register</li> <li>how to donate</li> </ul> <b>Correct way of planting planting methods</b>
	<b>Government employees</b> Highly educated (with BS, MS or PhD degree); mostly married; young to old; middle working class; located in urban and rural areas; highly literate		
	<b>Programme beneficiaries</b> (participants of community-based forest management, upland farmers, agrarian reform communities) Poor and marginalized; land tenants; farming as occupation; unstable income; little or no education; male and female; middle to old age	At the end of one year implementation of NGP, at least 85 percent of the programme beneficiaries will be able to: <ol style="list-style-type: none"> <li>Describe their roles and responsibilities in NGP.</li> <li>State the policies on harvesting and using trees planted in designated areas.</li> <li>List the benefits and incentives of NGP.</li> <li>Identify agencies that they can approach for livelihood and marketing opportunities.</li> <li>Plant 10 tree seedlings a year in designated areas using scientific planting methods</li> </ol>	<b>Responsibilities, benefits, incentives</b>  <b>Linkage with appropriate agencies concerning livelihood and marketing</b>  <b>Correct way of planting</b>



### ACTIVITY 3.6 IDENTIFYING CORE CONTENT

Choose a report on a development initiative or ComDev project that you have been involved in. Review the main issue that was addressed, the intended stakeholders and the objectives. Then look for the core content or message and reply to the questions below.

What was the core content or message of the development initiative or ComDev project?

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Did the core content or message address the issue identified, fit in with the stakeholder characteristics and match with the communication objectives? Why or why not?

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Now reflect on the experience of determining the core content. What lessons have you learned?

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## 1.6 SELECTING COMMUNICATION METHODS AND CHANNELS

The final step in designing a ComDev strategy is to think about the channels through which the intended stakeholders can be reached and engaged with, in fruitful, two-way communication.

An error in rural development projects would be to distribute printed materials like brochures and pamphlets, only to find that they cannot be read by local people; or that their preferred sources of information about agricultural issues are fellow farmers and radio. Despite the fact that radio is generally more expensive than print or visual materials, if the per capita cost involved is calculated, the air time could turn out to be much cheaper. A good media selection serves to **maximize impact and cost-effectiveness**.





It is important at this point to clarify the difference between (see Table 3.8):

- **COMMUNICATION METHOD** – the manner of interacting, sharing and exchanging information such as through interpersonal, mediated, or mass communication. Each method can combine a number of communication channels to facilitate the process.
- **COMMUNICATION CHANNEL** – any medium used to convey a message to the intended stakeholders and/or interact with them, such as folk media, community-owned media, mass media, information and communication technologies (ICTs) and social media.

Section 2 of this module will look at the different types of communication channels, their characteristics, advantages and limitations.

Table 3.8 **Different communication methods and channels**

Method	Example	Channel
Interpersonal communication	<b>Individual</b> Home visits, face-to-face dialogue, mentoring or tutorials, self-learning	Involves actors in face-to-face interaction without a medium
	<b>Group</b> Meetings, study tours, trainings, seminars, group discussion, demonstration, panel discussion	
Mediated communication	Electronic mail, facebook, SMS, phone calls, exhibit, podcasting	Mobile phone, computer, CD, DVD, learning manuals, projector, flipchart, meta card, writing board, video
Mass communication	Mass publicity, cinema, theatre, broadcasting, telecommunications	Banner, billboard, newspaper, magazine, radio, pamphlet, poster, television

Mediated communication is increasingly being used as a result of farmers' and rural people's growing access to ICTs, particularly mobile phones. However, media selection depends first and foremost on the **communication objectives** formulated for the strategy. Different types of communication methods and channels fulfill different objectives. For example, mass communication through mainstream radio, television and newspapers has proved to be more effective in creating awareness, advocating or providing information about an issue, idea or innovation. On the other hand, community-based projects in rural areas generally make use of group and individual interpersonal communication which are appropriate to stimulate debate, interaction and collective learning processes.

Communication tends to work best with a combination of interpersonal, mediated and mass communication. A **multi-channel approach** is always encouraged (see paragraph 2.3 of this module).

### BOX 3.5 GENERAL RULES FOR MEDIA SELECTION

Select and use a medium:

1. for a single or specific goal rather than for different goals;
2. with a unique characteristic or advantage to help achieve a specific purpose;
3. which the stakeholders are already familiar with and have access to;
4. which can easily accommodate 'localized' messages;
5. that can be locally developed, produced and operationally supported;
6. which complements and reinforces other channels used in the same strategy, while offering distinct functional strengths and emphases.

(OECD, 1999)

In practice, the following elements should be considered for media selection:

1. PRCA findings
2. communication objectives and content of the strategy
3. cost-effectiveness criteria

#### 1. PRCA findings

Results of **stakeholder** and **KSAP** analyses (see **paragraphs 2.3 and 2.4 of Module 2**) provide useful insights about the characteristics and interests of the intended stakeholders, their knowledge, capacities, norms and values.

Also relevant is the **organizational mapping** (see **paragraph 1.4 of Module 2**) to highlight existing communication initiatives or organizations in the target area that may positively or negatively affect the ComDev strategy. This will, in turn, influence the media selection.

For example, in a programme on climate change, one of the outputs is to create targeted communication materials to raise public awareness. A local NGO is already implementing a similar programme on climate adaptation and mitigation measures, developing educational materials for high school students. It would be worthwhile to partner with the NGO and take advantage of these pre-existing and effective channels, instead of developing brand new materials.

Likewise, the **analyses of communication resources and social networks** (**paragraphs 2.5 and 2.6 of Module 2**) will tell what communication channels are available to stakeholders, how they are used and who influences local flows of information and knowledge. Knowing the potential of community-based media, communication services and facilities can help determine which resources to use and combine.

For example, traditional communication channels are often very popular among rural stakeholders – these should be carefully considered before introducing a new one (Omosa, 1999). It is also crucial to identify opinion leaders and gatekeepers.



In sum, key questions to answer include:

- *What are the literacy and educational levels of the intended stakeholders?*
- *Are there any culturally-specific values and beliefs that might impact the acceptance of certain communication channels and materials, types or designs?*
- *How do stakeholders usually behave when addressing the issue under consideration?*
- *Which are stakeholders' preferred and most trusted sources of information about the issue?*
- *Who controls available communication channels (e.g. a radio set) in a household?*
- *What are the communities' impressions of past, similar communication initiatives and materials?*

## 2. Communication objectives and content of the strategy

Selecting communication methods and channels also depends on the communication objectives and approaches chosen for the strategy. If the aim of the communication strategy is to raise awareness on a straightforward topic and regularly deliver information to stakeholders (e.g. public alerts) radio or mobile phones are good venues. However, if the aim is to facilitate information and knowledge sharing among stakeholders and with experts, then facilitated group discussion or a training workshop would be the best option.

Correlating the communication channel with the content of the ComDev strategy is also important. The following questions should be asked:

- *Does the medium lend itself to the content of the strategy?*
- *Is the key message more visual or audio-based? Does it primarily rely on written words?*
- *Does the content require a repeated/frequent exposure?*

For example, a manual may be the best choice to provide detailed technical information that needs several pages of explanation, so readers can go back to it to check on the details. However, most people find it easier to learn how to do something by watching, trying it out themselves and asking questions: field training or an instructional video followed by a debate will make this possible. On the other hand, an advocacy piece showing project activities and outcomes has to be short and to the point – a project brief, a fact sheet or a short video may be the best channels. Finally, information like weather forecasts or updates, which change regularly, would be better shared through radio or SMS on mobile phones (FAO, 2011).

## 3. Cost-effectiveness criteria

Important considerations in media selection should also be made in relation to:

1. **PRODUCTION COSTS** – some materials require either professional expertise, more sophisticated equipment, or more personnel;
2. **DIFFICULTIES AND TIME CONSTRAINTS** – some channels will take much longer than others to become operational;

3. **LOGISTIC EFFORTS NEEDED** – some communication materials will require more resources to be distributed or delivered. For example, putting up billboards would be less demanding than handing out primers to different households in one province;
4. **REACH** – the percentage of stakeholders who are exposed to a communication channel like TV, radio or internet is usually much higher than for print media such as booklets;
5. **FREQUENCY AND IMPACT OF EXPOSURE** – the number of times stakeholders will get exposed to the communication activity or material and the qualitative value of exposure through a given medium vary significantly (Velasco *et al.*, 1999).

FAO Food Security Communication Toolkit (2011) recommends a six-step formula to find out if the channels being considered for specific audiences are cost-effective. The higher the cost-effectiveness score, the more attractive the channel is. Of course, results of this calculation greatly depend on the estimates of audience size and production/delivery costs, so it is important to be as realistic as possible. Table 3.9 applies them to two different channels: radio was selected as it was a more cost-effective medium compared to a training course.

Table 3.9 **Computing the cost-effectiveness of communication channels**

Steps	Training Course	Radio
1. Estimate how many persons (A) would be reached using a particular channel.	20 people	500 000
2. Estimate how much it would cost to create and deliver a communication material/activity using that channel (B). Remember to include staff costs.	Training course delivery: \$1 000	Programme production: \$5 000 Broadcast fee: \$5 000 <b>TOTAL: \$10 000</b>
3. Calculate the cost of reaching one person: $C = B/A$	$\$1\,000/20$ = \$50 per person	$\$10\,000/500\,000$ = \$0.02 per person
4. Estimate how effective (D) the channel is (if a one-on-one, face-to-face meeting receives a score of 100, a score of 10 is one-tenth as effective as this).	80	1
5. Divide the effectiveness score by the cost of reaching one person: $E = D/C$ . This is the cost-effectiveness score for that channel.	$80/\$50 = 1.6$	$1/\$0.02 = 50$
6. The higher the cost effectiveness score, the more attractive the channel is.	<b>Radio is 30 times more effective than a training course</b>	

 In the case of the Philippine NGP, what media and channels were selected?

Table 3.10 shows the connection among the communication entry points identified, stakeholders' profiles, communication objectives, core content and the media selected. Preferences for media and channels were elicited from key stakeholders during NGP planning and consultative workshops.



Table 3.10 **Communication channels selected for the NGP communication strategy**

Key issues	Priority stakeholders	Communication objectives	Core content	Communication methods and channels
<ul style="list-style-type: none"> <li>Lack of knowledge and access to information about NGP and proper tree planting</li> <li>Lack of cultural knowledge on planting trees as part of sustainability goal</li> <li>Lack of appreciation of value and benefits of NGP</li> <li>Little know-how on application of scientific technology in tree planting and plantation maintenance</li> </ul>	<b>Students</b> Currently in high school or university level; young; single; male and female; largely middle class; literate	At the end of one year of NGP implementation, at least 85 percent of the population of students and government employees will be able to: <ol style="list-style-type: none"> <li>1. Describe the NGP as a greening programme.</li> <li>2. Explain how NGP differs from past greening efforts.</li> <li>3. List the ways in which they can participate in NGP.</li> <li>4. Explain the scientific way of planting trees.</li> <li>5. Plant 10 tree seedlings a year in designated areas using scientific method of planting.</li> </ol>	What is NGP? How does it differ from the past greening efforts? What are their respective roles in the implementation of NGP? How will they be able to participate: <ul style="list-style-type: none"> <li>• who to contact</li> <li>• what to plant</li> <li>• where to plant</li> <li>• when to plant</li> <li>• how to register</li> <li>• how to donate</li> </ul> Correct way of planting	<b>Mass media</b> (TV, radio, newspapers, social media, billboards) <b>Brochures</b> <b>Comics</b> <b>Demonstrations</b> <b>Video</b> <b>Training</b> <b>Seminars</b>
	<b>Government employees</b> Highly educated (with BS, MS or PhD degree); mostly married; young to old; middle working class; located in urban and rural areas; highly literate	At the end of one year of NGP implementation, at least 85 percent of the programme beneficiaries will be able to: <ol style="list-style-type: none"> <li>1. Describe their roles and responsibilities in NGP.</li> <li>2. State the policies on harvesting and using trees planted in designated area.</li> <li>3. List the benefits and incentives of NGP.</li> <li>4. Identify agencies that they can approach for livelihood and marketing opportunities.</li> <li>5. Plant 10 tree seedlings a year in designated areas using scientific method of planting.</li> </ol>	Responsibilities, benefits, incentives Linkage with appropriate agencies concerning livelihood and marketing Correct way of planting	<b>Mass media</b> <b>Posters</b> <b>Text messages</b> <b>Campaigns</b> <b>Comics</b> <b>Demonstrations</b> <b>Video</b> <b>Training</b>
	<b>Programme beneficiaries</b> (participants of community-based forest management, upland farmers, agrarian reform communities) Poor and marginalized; land tenants; farming as occupation; unstable income; little or no education; male and female; middle to old age	At the end of one year of NGP implementation, at least 85 percent of the LGU officials will be able to: <ol style="list-style-type: none"> <li>1. Describe their roles and responsibilities under NGP.</li> <li>2. Identify at least 3-4 benefits of NGP.</li> <li>3. Explain the salient points of Executive Order 26.</li> <li>4. Explain the scientific way of planting trees.</li> <li>5. State the policies on harvesting and using trees in designated area.</li> </ol>	Salient provisions of Executive Order 26 Role of LGUs in NGP (seedling production, tree-planting, social mobilization)	<b>Mass media</b> <b>Posters</b> <b>Text messages</b> <b>Campaigns</b> <b>Brochures</b> <b>Video</b> <b>Demonstrations</b> <b>Training</b> <b>Seminar</b>
	<b>LGU officials</b> Policymakers; male and female with college degree; young to old; mostly married; middle class; render technical assistance; literate			



3

By now it should be clear that selecting the appropriate communication methods and channels is influenced by multiple factors that are interrelated. Activity 3.7 helps to recap how this works.



### ACTIVITY 3.7 MEDIA SELECTION

Try to recall the methods and channels that were used in a development intervention or ComDev project you are familiar with. What were the reasons for their selection?

Method and channel	Reason for selection

Considering the relevant factors for media selection explained in paragraph 1.6, assess this choice of communication methods and channels. Are they appropriate? Why, or why not?





## SECTION 2

### USING COMDEV MEDIA

#### 2.1 TYPES OF MEDIA AND THEIR CHARACTERISTICS

There is no magic formula for choosing the channel most suitable to the intended stakeholders. Oftentimes, combining more than one media available in a locale produces the best results. Among the wide range of communication channels, the most commonly used in rural development projects are:

- **FOLK MEDIA** – local media with limited geographical coverage, traditional of a particular community. They include theatre, puppetry, drama skits, songs, music, sayings, poetry and storytelling.
- **COMMUNITY MEDIA** – media which are controlled by the community and are non-profit and non-commercial. They cater to a small geographic community and a homogenous audience with similar interests. They have localized content, are accessible to people, and utilize indigenous resources (Maslog, 1997). Examples are community radio, community television, wall newspaper, folk media and audio tower system.

- **MAINSTREAM OR MASS MEDIA** – those with national coverage, usually commercial in nature, managed and staffed by media professionals.
- **INFORMATION AND COMMUNICATION TECHNOLOGIES (ICTS)** – an umbrella term that encompasses ‘new’ communication devices such as mobile phones, computer/network hardware and satellite systems, as well as the various services and applications associated with them such as the world wide web, email, blog, videoconferencing and electronic archives, among others. ‘Old’ electronic media such as radio and television, as well as video and photo, are included in the ICT category when they use digital technologies (in the so called ‘media convergence’).
- **SOCIAL MEDIA** – web-based media that offer new ways to interact with other people online and to publish information with free, easy tools (e.g. web 2.0). Examples of social media are internet forums, weblogs, social blogs, micro blogging, wikis, podcasts, photographs or pictures, video and social bookmarking (FAO, 2011).

**Annex 1** provides an extensive description of the characteristics of these different media, along with concrete examples. The next paragraph will look at their advantages and limitations.

## 2.2 ADVANTAGES AND LIMITATIONS OF COMMUNICATION CHANNELS

Media selection should be guided by a clear assessment of the specific pros and cons of each channel. Table 3.11 compares the wide range of media that can be used for a ComDev strategy.



### ACTIVITY 3.8 POTENTIAL AND LIMITATIONS OF DIFFERENT MEDIA

Identify at least three communication channels available in the community you are working in. List their potential and limitations in communicating development issues in the table below.

Media	Advantages	Limitations
1.		
2.		
3.		



Table 3.11 **Advantages and limitations of communication channels**

Media	Advantage	Limitation
Folk media (e.g. puppetry, community theatre, storytelling)	<ul style="list-style-type: none"> <li>• Can be easily understood by all members of the community</li> <li>• Intrinsically adapted to local cultural scene</li> <li>• Can use familiar dialects for the most intimate and local communication at the village level</li> <li>• Appeals at the personal level</li> <li>• Does not depend on technology that is liable to break down</li> <li>• Comparatively cheap to produce since most of the resources needed are available in the community</li> </ul>	<ul style="list-style-type: none"> <li>• Requires skilled crafting of development messages into the fabric of the folk media</li> <li>• May lack prestige vis-à-vis more modern media in some societies</li> <li>• May be difficult to organize and calls for close working relationship between development workers and folk media artists</li> </ul>
Radio	<ul style="list-style-type: none"> <li>• Wide coverage and availability/accessibility even in rural areas</li> <li>• Low production cost</li> <li>• Delivery of information can be localized</li> <li>• Well-segmented audience</li> </ul>	<ul style="list-style-type: none"> <li>• Weak as a medium for training and education since it is audio only</li> <li>• Constant competition with other programmes in other stations</li> <li>• Fleeting message</li> <li>• With nothing to watch, listeners more subject to distractions, limiting their attention-span</li> <li>• Some concepts can be portrayed more clearly in visual than in auditory terms</li> <li>• Requires skills in broadcasting and programme planning, designing, production, and management</li> </ul>
Television	<ul style="list-style-type: none"> <li>• Wide coverage</li> <li>• Combines sight, sound, and motion, thus, more attention grabbing</li> <li>• High prestige</li> </ul>	<ul style="list-style-type: none"> <li>• Tends to be monopolized by powerful interests because of its prestige</li> <li>• Not widely available especially in all rural areas</li> <li>• High production cost</li> <li>• Difficult to localize information for agriculture unless there are local TV stations, still rare in developing countries</li> </ul>
Video	<ul style="list-style-type: none"> <li>• Combines sight, sound, and motion, thus, more attention grabbing</li> <li>• Highly persuasive</li> <li>• Constantly improving technology is making production ever cheaper and more reliable</li> <li>• Can be played back</li> <li>• Allows more than one language to be recorded as commentary on a single tape</li> </ul>	<ul style="list-style-type: none"> <li>• Multiplicity of standards/formats</li> <li>• Requires talent, skill, and experience to produce good programmes for development</li> <li>• Requires rather sophisticated repair and maintenance facilities</li> <li>• Dependent on the use to which it is to be put, may call for quite large capital investment</li> <li>• Colour/visual quality mediocre in some standards</li> </ul>
Printed materials (e.g. leaflet, brochure, magazine, newspaper)	<ul style="list-style-type: none"> <li>• Relatively cheap, simple, and easy to produce</li> <li>• Can be taken home, consulted, and kept as a permanent reminder</li> <li>• Particularly valuable for extensionists, technicians, and community leaders</li> </ul>	<ul style="list-style-type: none"> <li>• Limited to literate audience</li> <li>• Some formats tend to be boring most especially if there are no visual images</li> </ul>
Visual media (e.g. flipchart, poster, billboard, comics)	<ul style="list-style-type: none"> <li>• Cheap and simple to produce and use</li> <li>• Good for training and extension support in areas where there is no electricity</li> <li>• Use of images helps people recall and remember concepts better</li> <li>• Easy to use</li> </ul>	<ul style="list-style-type: none"> <li>• Care required to make drawings understandable to illiterates</li> <li>• Lack the attraction of audio-visual materials</li> <li>• May be thought of as “second-rate” by people with experience in electronic media</li> <li>• Suitable only for small group discussions</li> </ul>
Mobile phones	<ul style="list-style-type: none"> <li>• Capable of a variety of tasks such as sending and receiving messages, recording audio and visual images, playing video and audio files, browsing the Internet, and organizing files</li> <li>• Compact and easy to use</li> </ul>	<ul style="list-style-type: none"> <li>• Limited information can be stored based on mobile phone’s capacity</li> <li>• Dependent on electricity</li> <li>• Not widely available in some rural communities because of poor signal/reception</li> <li>• Privacy and confidentiality of information are at a great risk</li> <li>• May not be affordable in some communities</li> </ul>
Internet and social media	<ul style="list-style-type: none"> <li>• Facilitates the exchange of information among stakeholders regardless of geographical boundaries</li> <li>• Links all stakeholders</li> <li>• Encourages interactivity</li> <li>• More flexible in delivering information</li> </ul>	<ul style="list-style-type: none"> <li>• May not be accessible/ available to intended stakeholders</li> <li>• Special skills are needed to operate the technology and to access the information</li> <li>• Computer technology is expensive</li> <li>• Language barrier</li> </ul>

Source: Adapted from FAO, 1989


## 2.3 THE MULTI-MEDIA MIX

A well-established principle in communication is that “there is no single best medium”. As discussed earlier, different communication methods and media serve different purposes. The success of a communication programme often depends on a thoughtful and creative media mix.

Planning for the combined use of different communication channels and materials in a ComDev strategy may be more cost-effective and give the greatest chance of a positive impact (Swann, 2004). The advantages of a multi-media mix include (JHU/PCS, 1984):

- reaching a segment of stakeholders not reached by the primary medium;
- reinforcing messages by providing additional, repeated exposure in a less expensive, secondary medium, after optimum reach is obtained through the first;
- creating a synergy of communication efforts.

A communication strategy should always identify a lead medium so that major efforts and resources can focus on it (Piotrow *et al.*, 1997). The lead medium should be the one that stakeholder analysis indicates as the best way to reach the stakeholders.

 For example, in African countries community radio often emerges as the best medium to reach rural communities. In the Democratic Republic of Congo and in Niger, FAO Dimitra project has supported the organization of community listeners' clubs as complementary ComDev venues to community radio broadcasts (FAO-Dimitra, 2011). These clubs allow community members to express their voices and opinions and to interact with other stakeholders who can help address their problems or needs.

To facilitate the interaction among various listeners and radios, mobile phones are made available to the listening groups, with members contributing a weekly fee (see Box 3.6).



### BOX 3.6 COMMUNITY RADIO LISTENERS' CLUBS

Community listeners' clubs gather women, men, or both, around a local radio and encourage them to express needs, share concerns and voice expectations. Radio is a channel to offer responses, either through the comments of an expert, or by broadcasting discussions developed within the clubs. Going beyond collective listening, these clubs offer to their members a mechanism for obtaining information that would otherwise be inaccessible. The dialogue generated sets the ground for undertaking joint action.

Instead of being transmitted "top-down" by a media or institution to a community, knowledge results from the exchange of participants or from discussions conducted by the community itself. In this sense, rural radio becomes a media produced by and for empowered local people. In Niger mobile telephones have made a major contribution in boosting participation and interaction between the clubs and the radio, as well as between rural communities. Each club was provided with a mobile phone with a flat rate, to make free calls to each other and to the partner radio stations. As reported, *"the radios suggest a theme and open up the airwaves, often with a specialist. The women and men can call in during the broadcast to give their reaction; there is systematic live interaction"*.

(FAO-Dimitra, 2011)

In communicating rural development issues on food security, climate adaptation or natural resource management, creating linkages with mainstream media and ICTs is advantageous. This is done not only to maximize the potential and strengths of community media, but also to enhance the efficiency of development initiatives. Community media can localize content to facilitate the community's better understanding and appreciation of information, and to promote a sense of involvement for community members to plan and perform specific actions. On the other hand, local and mainstream media can link communities with provincial, regional or national authorities and mobilize other development organizations to support community actions.

Potential areas of collaboration include:

- co-production and sharing of materials (e.g. plugs, articles, documentaries, expert's views);
- identification and coordination with authorities, subject matter specialists and resource persons;
- implementation of media-based action programmes.

Additional information regarding collaborating with national and local media can be found in **paragraph 1.3 of Module 4**.





## SECTION 3

### COMDEV STRATEGY AND PLAN OF ACTION

#### 3.1 ASSEMBLING THE COMDEV STRATEGY

Once all the key elements have been identified, they can be combined into a full-fledged ComDev strategy. It is recommended to prepare a written document that summarizes the key decisions made in relation to primary issues and stakeholders, communication objectives and approaches, core content, methods and channels selected for the development initiative.






 As an example, the complete ComDev strategy for the Philippine National Greening Programme (NGP) is presented in Table 3.12.

Table 3.12 **NGP ComDev strategy**

<b>Key issues addressed:</b> Lack of familiarity about NGP; poor or neutral attitude toward NGP; lack of culture of tree planting; unscientific way of tree planting				
Priority stakeholders	Communication objectives	Communication approaches	Core content	Communication methods and channels
<b>Students</b>  <b>Government employees</b>	At the end of one year of NGP implementation, at least 85 percent of the population of students and government employees will be able to: 1. Describe the NGP as a greening programme. 2. Explain how NGP differs from past greening efforts. Enumerate the ways in which they can participate in NGP. 3. Explain the scientific way of planting trees. 4. Plant ten tree seedlings a year in designated areas using scientific method of planting.	<ul style="list-style-type: none"> <li>Information and knowledge sharing</li> <li>Awareness raising</li> </ul>	<ul style="list-style-type: none"> <li>NGP and its differences from previous tree planting programmes</li> <li>Roles and partners in NGP</li> <li>Access to NGP website</li> </ul>	Mass media (TV, newspaper, radio) Social media Billboards
			<ul style="list-style-type: none"> <li>NGP is about planting correctly and using bio fertilizers so seedlings grow and benefit society</li> </ul>	Brochures Demonstrations Training Video Seminars
		<ul style="list-style-type: none"> <li>Advocacy</li> <li>Social mobilization</li> </ul>	<ul style="list-style-type: none"> <li>Planting ten trees each year makes one an environmental hero. (students)</li> <li>Planting ten trees each year makes one a good citizen. (government employees)</li> </ul>	Flyers Brochures Pastoral letters Posters
<b>Programme beneficiaries</b>	At the end of one year of NGP implementation, at least 85 percent of the programme beneficiaries will be able to: 1. Describe their roles and responsibilities in NGP. 2. State the policies on harvesting and using trees planted in designated areas. 3. Enumerate the benefits and incentives of NGP. 4. Identify agencies that they can approach for livelihood and marketing opportunities. 5. Plant ten tree seedlings a year in designated areas using scientific method of planting.	<ul style="list-style-type: none"> <li>Awareness raising</li> <li>Information and knowledge sharing</li> <li>Social mobilization</li> </ul>	<ul style="list-style-type: none"> <li>Responsibilities, benefits and incentives for communities that participate</li> <li>Linkage with agencies on livelihood and marketing</li> <li>Scientific methods for better growth of trees</li> <li>Policies on harvesting and use of trees are available in community-based forest management areas</li> </ul>	Brochures Demonstrations Training Video Seminars
<b>LGU Officials</b>	At the end of one year of NGP implementation, at least 85 percent of the LGU officials will be able to: 1. Describe their roles and responsibilities under NGP. 2. Identify at least 3–4 benefits of NGP. 3. Explain the salient points of Executive Order 26. 4. Explain the scientific way of planting trees. 5. State the policies on harvesting and using trees in designated area.	<ul style="list-style-type: none"> <li>Awareness raising</li> <li>Information and knowledge sharing</li> <li>Advocacy</li> </ul>	<ul style="list-style-type: none"> <li>Salient provisions of EO 26</li> <li>Role of LGUs in NGP (seedling production, tree-planting, social mobilization)</li> </ul>	Brochures Video Demonstrations Training Seminar

Worksheet 3.1 can be used to sketch out a ComDev strategy for an ongoing initiative or a project yet to be implemented.



**WORKSHEET 3.1**    **COMDEV STRATEGY MATRIX**

Key issue(s) addressed: \_\_\_\_\_

Priority stakeholder	Communication objectives	Communication Approaches	Core content	Communication methods and channels




### 3.2 OUTLINING A PLAN OF ACTION

Complementing the ComDev strategy is the ComDev plan of action. This operational framework outlines macro communication activities and the quantitative or qualitative outputs to be produced in order to achieve the ComDev objectives. In addition to assigning specific staff responsibilities and a calendar for each item, it serves to ensure that all activities are covered in terms of budget provision.

To draw up a consistent and feasible plan of action, it is important to look at the ComDev objectives in the strategy and link them with a set of concrete actions that should be performed in order to achieve them. The first questions to ask are:

- *What should be done to best achieve this objective?*
- *What are the main tasks to be accomplished?*
- *What concrete communication outputs should be produced?*



 Taking as example the ComDev strategy designed for the Philippine National Greening Programme (see Table 3.13), one of the key objectives is: *Raising awareness on the NGP programme to at least 85 percent of the intended stakeholders by the end of one year.*

The plan of action spells out a series of tasks such as the development, production, pre-test and distribution of tangible outputs like print, broadcast and multimedia communication materials on NGP (e.g. brochure, short video, radio and TV spots). For each activity, the plan also specifies a feasible timeframe, the roles of project staff and partners, the location and the inputs required for the activities to run smoothly.

Table 3.13 **Sample plan of action for the NGP ComDev strategy**

Communication activity	Output	Schedule	Person in charge	Location	Budget estimate
<b>Information and knowledge sharing</b>					
Capacity development / briefing on NGP and its ComDev plan among stakeholders in the regions	Regional stakeholders trained on NGP and ComDev planning	One month: July	DENR staff UPLB project advisory group (PAG)	Selected provinces of all regions in the country	US\$1 500
<b>Awareness raising</b>					
Development, production, pre-test and distribution of communication materials: print, broadcast, and multimedia	<ul style="list-style-type: none"> <li>• Brochure on NGP-FAQs</li> <li>• 10-minute audiovisual production on NGP</li> <li>• 30-sec radio and TV spot on NGP</li> <li>• Posters on how to participate in NGP</li> <li>• Posters on scientific way of tree planting</li> <li>• Advisory kit</li> </ul>	Two months: August–September	UPLB PAG Regional task force	Designated coverage areas/ provinces of NGP	US\$3 000
Launching of NGP	NGP launched nationwide	One month: September	DENR Regional Offices with assistance from UPLB PAG	Selected provinces in regions covered by NGP	US\$2 500
<b>Advocacy</b>					
Distribution of advocacy kits and development of NGP champions	Advocacy kits distributed and NGP champions identified	Three months: October–December	Regional ComDev Task Force	Designated coverage areas/ provinces of NGP	US\$1 000
Lobbying for passage of ordinances in support of NGP	Ordinances in support of NGP approved by law	Ordinances in support of NGP approved by law	Regional ComDev Task Force	Designated coverage areas/ provinces of NGP	US\$800
Networking with business community, media organizations, educational institutions, faith-based organizations	Networks and partnerships established with concerned institutions	Continuous throughout project duration	National and Regional ComDev Task Forces DENR public affairs officers UPLB PAG	Designated coverage areas/ provinces of NGP	US\$5 000

Communication activity	Output	Schedule	Person in charge	Location	Budget estimate
<b>Social mobilization</b>					
Promotion of NGP Website usage by all key stakeholder sectors to encourage transparency and elicit further support	NGP website promoted and accessible	Continuous throughout project duration	National and Regional ComDev Task Forces	National and Regional ComDev Task Forces	US\$2 500
Continuous networking with and support of the Regional Task Forces in undertaking ComDev activities	Regional Task Forces undertaking ComDev activities	Continuous throughout project duration	National and Regional ComDev Task Forces	National and Regional ComDev Task Forces	US\$3 000

In sum, the plan of action ensures the overall soundness of communication efforts according to the ComDev strategy and accounts for all human and material resources needed for its implementation. Making a correct evaluation of the inputs and funds required is very important for the production of quality work and for an accurate estimation of the budget to be approved by project management (FAO, 2004).

Later on, detailed planning and implementation arrangements will be defined and negotiated through **multistakeholder consultations** meant to encourage community mobilization, commitment and control over the communication activities and processes (see Section 1 of Module 4). Another important aspect to consider is keeping track of the management and implementation of the ComDev plan. More details on monitoring and evaluation are found in **Module 6**.

A simple chart like Worksheet 3.2 will help put together in a consistent way all the components of a ComDev plan of action.

A full-fledged ComDev planning exercise can be found in Section 3 of **Module 7**.



### WORKSHEET 3.2 COMDEV PLAN OF ACTION

Communication objective	Activity	Output	Schedule	Person in charge	Location	Budget estimate



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## FURTHER READINGS

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**Participatory mapping and communication. Guide to developing a participatory communication strategy**, (IFAD, 2010)

[http://www.ifad.org/pub/map/pm\\_iii.pdf](http://www.ifad.org/pub/map/pm_iii.pdf)

**Communicating gender for rural development** (FAO-Dimitra, 2011)

<http://www.fao.org/docrep/014/am319e/am319e00.pdf>

**Making waves: stories of participatory communication for social change** (Dagron, 2001)

[http://www.communicationforsocialchange.org/pdf/making\\_waves.pdf](http://www.communicationforsocialchange.org/pdf/making_waves.pdf)

**Types of media and their characteristics** (Annex 1)

**Community media. A good practice handbook** (UNESCO, 2011)

<http://unesdoc.unesco.org/images/0021/002150/215097e.pdf>

**Participatory radio campaigns and food security** (Farm Radio International, 2011)

<http://farmradio.wpengine.netdna-cdn.com/wp-content/uploads/farmradio-prcreport20111.pdf>

**The one to watch: radio, new ICTs and interactivity** (FAO, 2003)

<ftp://ftp.fao.org/docrep/fao/006/y4721e/y4721e00.pdf>

**The new age of radio: How ICTs are changing rural radio in Africa**

(Farm Radio International, 2011)

<http://farmradio.wpengine.netdna-cdn.com/wp-content/uploads/farmradioictreport20111.pdf>



## MULTIMEDIA RESOURCES

**E-learning course - Communicating for food security** (EC/FAO)

<http://www.foodsec.org/dl/elcpages/food-security-learning-center.asp?pgLanguage=en&leftItemSelected=food-security-learning-center>

**Video interview - Rural radio: a tool for sharing knowledge or a way to empower communities?** (D. Mowbray)

<http://www.youtube.com/watch?v=bZVWtCY3Yzw>

**Video interview - In Malawi, where knowledge flows, food grows** (R. Chapota)

<http://www.youtube.com/watch?v=vMZzJSfrOyk>

**Selection of videos and animations - About participatory video** (InsightShare)

[http://www.youtube.com/playlist?list=PLUtvla4Yp5ykpS\\_UR0xbAjj0XQRiTonUm](http://www.youtube.com/playlist?list=PLUtvla4Yp5ykpS_UR0xbAjj0XQRiTonUm)

**Video - Young people raise awareness about climate change in the Pacific** (UNICEF)

[http://www.youtube.com/watch?v=zNjCW5\\_N1sM](http://www.youtube.com/watch?v=zNjCW5_N1sM)

**Online resource hub – ICTs for development** (Eldis)

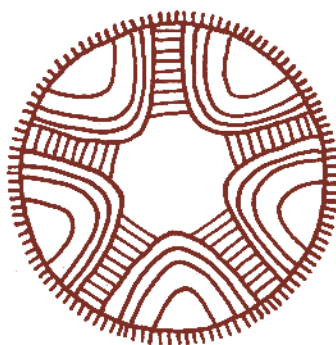
<http://www.eldis.org/go/topics/resource-guides/icts-for-development#.UnDnFHCmjTo>





## MODULE 4

# IMPLEMENTING THE COMDEV PLAN



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## RATIONALE AND KEY CONCEPTS

Once the results of the participatory communication assessment (phase 1) have been used to inform and inspire the design of the ComDev strategy and plan of action (phase 2), the real challenge lies in putting these into practice. To make the plan work, one must fine-tune and negotiate it with a variety of stakeholders: this entails reaching an agreement about specific activities, roles and responsibilities, to leverage and maximize all available resources. Making sure that the implementation is participatory and inclusive is the greatest guarantee for long-term sustainability and community empowerment.

This module discusses the first steps of phase 3: **implementing the ComDev strategy and plan of action, and strengthening local communication capacity** (while the third step will be discussed in Module 5). It showcases how to effectively engage relevant actors as partners in the definition of site-specific arrangements and sharing of responsibilities for completion, funding and follow-up of ComDev activities.

Multistakeholder consultations are a necessary starting point to establish alliances and agreements with other actors or organizations involved in the given development context/issue. This will secure local counterparts' dedication and direct involvement in the implementation of the ComDev plan.

Figure 4.1 **The ComDev planning process – focus on phase 3**



This module focuses on the following key concepts:

**Local communication plans (LCP)** are tools for participatory planning and decision-making allowing various stakeholders to jointly prioritize local needs, set common goals and mobilize technical, financial and social resources for the implementation of communication activities.

**Partnership** is the collaboration with various institutions, media and groups at local and national levels to maximize efforts for greater impact and sustainability of ComDev initiatives. It involves a relationship where all parties contribute to the implementation of communication processes and activities.

**Resource mobilization** is the acquisition and pooling of human (e.g. staff time) and non-human resources (e.g. funds, facilities, supplies) from various sectors, in order to put the communication strategy and plan into practice.

**Capacity development** refers to the enhancement and strengthening of human, scientific, technological, organizational, institutional and resource capabilities to perform development functions in a sustainable manner.

## CONTENT ABSTRACT

**Section 1** illustrates how to implement the ComDev strategy and plan of action on the ground. It provides tips for project coordinators to ensure a successful field operation by engaging and organizing rural stakeholders, including local and national media, as active partners in the definition, execution and funding of local communication plans.

**Section 2** focuses on the development of local communication skills – a pillar of the ComDev implementation process – and presents the basic elements to organize a capacity development response. A detailed step-by-step **Guide to ComDev Training** is found at the end of this sourcebook.

## LEARNING OBJECTIVES

At the end of this module the reader should be able to:

1. Develop site or subject-specific ComDev plans to implement the communication strategy and plan of action.
2. Involve concerned stakeholders, including community members and media, as partners in the planning and implementation of ComDev activities and services.
3. Organize a capacity development response to enhance local communication skills.





## SECTION 1

# MAKING COMDEV OPERATIONAL ON THE GROUND

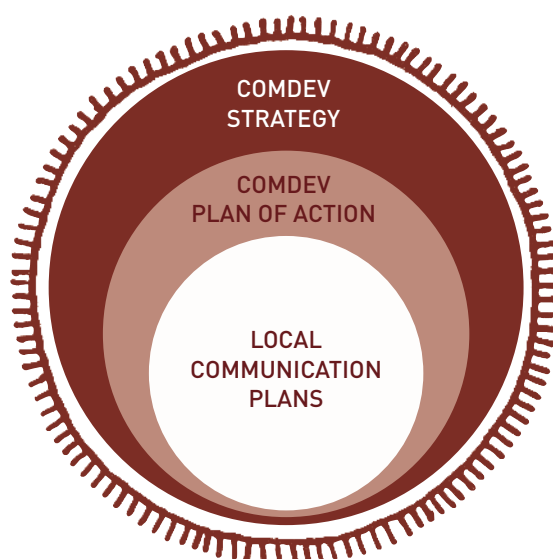
### 1.1 PARTICIPATORY LOCAL COMMUNICATION PLANNING

The ComDev plan of action is an operational tool which specifies how the communication strategy will unfold. Planners may use it to set macro activities and outputs that will contribute to achieving the strategic ComDev objectives. It serves to assign tasks and responsibilities at the project level, delineate the timeframe and geographical scope of the communication activities and, most importantly, verify what inputs are required (see paragraph 3.2 of Module 3). The plan of action is normally outlined by project staff, to ensure the overall consistency of communication efforts to the ComDev strategy, and to secure an appropriate budget provision.

As mentioned earlier in this sourcebook, the ComDev planning process is iterative and participatory (see Module 1). This means that, to become fully operational, the plan of action must be detailed and fine tuned with local stakeholders, otherwise the opportunity for success could be reduced dramatically. Concrete implementation arrangements must be carefully considered and negotiated through a participatory decision-making process that will facilitate stakeholder mobilization, commitment and control over the activities. This will result in the prioritization, negotiation and funding of communication activities and services.

FAO promotes the development of **local communication plans (LCP)** for participatory planning and decision-making about communication issues and activities – in this process stakeholders jointly define priorities, set common goals and mobilize technical, financial and social resources.

Figure 4.2 **Logical sequence of ComDev planning tools**



The engagement of various actors in negotiations – including rural communities, producer organizations, agricultural technicians, local institutions and development organizations – produces site-specific plans<sup>1</sup> firmly anchored in local needs, opportunities and resources.

These **local communication plans** must be based on agreements between public/private development entities active in the area. The parties involved must be willing to contribute different resources (assigned personnel, training costs, expenses for field equipment) to not only implement targeted activities, but also to strengthen local communication capacities. The planning process therefore kicks off a collaborative effort, moving towards the implementation of appropriate responses (Pafumi, 2009).

Box 4.1 presents an example of local communication planning promoted by FAO in Bolivia during the implementation of the *Communication for Sustainable Development Initiative (CSDI)*. A thorough description of this ComDev experience can be found in paragraph 2.3 of Module 7.

<sup>1</sup> The plans can be also subject-specific, defined by a thematic rather than geographical scope.





### BOX 4.1 LOCAL COMMUNICATION PLANNING IN BOLIVIA

In Bolivia, FAO applied the methodology of local communication plans - *Planes Locales de Innovación y Comunicación* (PLICs) in Spanish - to promote and provide participatory communication services for agricultural innovation. A series of meetings, interviews and informal discussions were conducted in four pilot areas to initiate dialogue and seek advice before starting the in-depth rural communication appraisal. Based on the information gathered through PRCA, specific themes, problems and solutions were identified with farmers, grassroots organizations, small-scale producers, NGOs, local media platforms and decision makers.

In each area, technical roundtables were organized inviting producer organizations, extension service providers, research centres, NGOs, the municipality and other local institutions to express their views and needs on agricultural issues and opportunities. These were compared with the development plan for the district. The same assessment was later done in participatory workshops with community members, coordinated by local technicians. The key topics to address were finally agreed upon, along with a list of communication activities, tasks and resources - in most cases a written agreement was signed by all the parties involved (see Figure 4.6 later in this module).

The PLICs allowed different groups of rural actors to set common goals in well-defined geographic areas, with measurable outputs. This facilitated the establishment of local venues for rural actors to dialogue and make informed decisions on agricultural innovations, the so called *Espacios Locales de Concertación*.

As part of the PLICs, more than 500 small-scale producers, extension workers, technicians and local promoters were trained across the project pilot areas in the use of the *Modulos de Conocimiento y Capacitación*. These sets of multimedia resources - including videos, brochures, guidelines, audio tracks (available on CSDI website) - engaged community members in a two-way learning process, responding to local priorities and promoting the recovery of traditional knowledge.

(FAO, 2012a)

## Benefits

Multistakeholder participation in ComDev planning and implementation is extremely beneficial to improve coordination and effectiveness in order to achieve rural development goals. From the perspective of a ComDev practitioner, this results in:

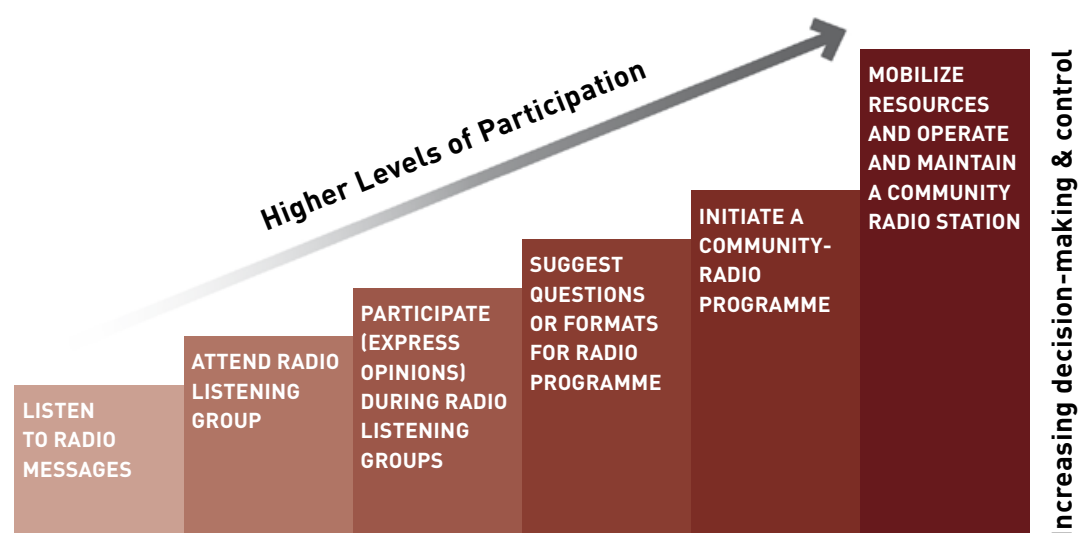
- support for locally-defined development objectives and processes;
- a communal strategic vision, and decision making shared among local partners;
- strengthened local communication capacities;
- increased wisdom and pride in the validity of local knowledge;
- partnerships with existing communication systems and social networks;
- a greater sense of ownership, responsibility and commitment to agreements;
- improved community control over the quality of communication services;
- effective budgeting and cost effectiveness;

- increased self-help capacities;
- reduced gap between rural communities and policy-makers;
- stronger and more accountable institutions;
- longer term social and financial sustainability.

For example, Figure 4.3 shows different degrees of stakeholder engagement in the activities of a local radio, where the highest level equals the community's full control over the radio station.

The top benefit of stakeholder engagement is their **empowerment in terms of decision-making and management responsibilities over communication activities and services.**

Figure 4.3 **Stakeholder participation in community radio activities**



Adaptation of Juan Diaz Bordenave's participation scale, *O que é participação*. São Paulo, Editora Brasiliense, 1983

Source: Tapia et al., 2007

## How to do it

Successful implementation entails the facilitation of multistakeholder dialogue and inclusion in decision-making processes, as well as considerable investments in planning, organizing and monitoring tasks. It is crucial that roles and responsibilities at the organizational and community levels are carefully laid out, so everybody clearly knows what is expected from them. This will promote coordination and accountability in the duration of the project.



The local communication plan unfolds as a full-blown **workplan** where individuals, groups or organizations who share the communication objectives are assigned to each of the activities and tasks identified.

Worksheet 4.1 can help organize the necessary information, addressing questions such as:

- *Who should be involved in the various tasks?*
- *Which partner is going to lead each activity?*
- *What will the timeframe for the implementation be?*
- *How much will it cost and who can bring resources to the table?*



#### WORKSHEET 4.1 LOCAL COMMUNICATION PLAN

Communication objective (theme & country/area)	Activity	Output	Tasks	In charge	Schedule	Budget

The **implementation schedule** could be attached to the workplan as above or specified separately in greater detail, as in the example reported in Table 4.1.

Table 4.1 **Sample implementation schedule covering one specific activity**

Activity	Tasks	Month of implementation									
		1	2	3	4	5	6	7	8	9	
Participatory video contest	1. Competition designed										
	2. Judging panel identified										
	3. Sponsor secured										
	4. Competition launched and promoted widely										
	5. Submission deadline										
	6. Winners selection										
	7. Winning video launched through regional PR event										
	8. Video distributed										

Similarly, commitment to the plan becomes more concrete with the inclusion of a detailed budget specifying each counterpart's contributions. Table 4.2 provides a sample budget developed for the FAO project *Strengthening Community Preparedness and Resilience to Natural Disasters* in Jamaica.

Table 4.2 **Detailed budget for a local communication plan in New Market, Jamaica**

Communication Activity	Cost Per Unit (JM\$)	Estimated Cost (JM\$)	Funds From
Town Crier announcements (5)	4 000	20 000	FAO
Fundraising concert	350 000	350 000	Panos
Simple concert poster/ flyers	8 000	8 000	FAO
Posters and flyers to promote regular agricultural disaster risk management (ADRM) meetings (12)	5 000	60 000	FAO
Posters and flyers to promote technical training days (8)	5 000	40 000	FAO
Learning materials to support technical training (8)	5 000	40 000	FAO
Posters and flyers to promote livelihood training sessions (4)	5 000	20 000	FAO
Learning materials to support livelihood training sessions (4)	5 000	20 000	FAO
Posters and flyers to promote town hall meetings (4)	5 000	20 000	FAO
List-server for regular communication with farmers	10 000	10 000	Lime/Digicel
News releases to launch fundraising events (2)	3 000	6 000	FAO
<b>TOTAL COST</b>		<b>594 000</b>	

Source: FAO, 2012b

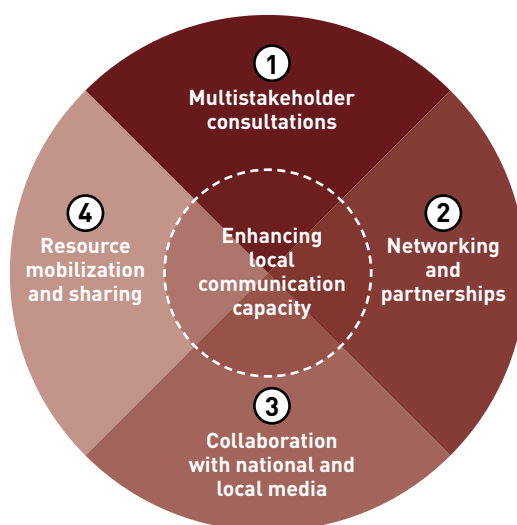
Although communication plans are developed with a great deal of thought and effort, they should not be carved in stone. Flexibility is always a necessary ingredient for adjusting to changing situations or unpredictable variables.



## 1.2 FUNDAMENTALS OF COMDEV IMPLEMENTATION

There are some essential factors needed to make a ComDev plan effective on the ground. They are strictly interlinked, as illustrated in Figure 4.4. Developing local communication capacity is a crosscutting element and will be addressed in Section 2 of this module.

Figure 4.4 Fundamentals of ComDev implementation



### 1. Multistakeholder consultations

Multistakeholder consultations are a means to improve dialogue, obtain wider support, gather useful data and ideas, encourage greater participation and provide more sustainable decision-making. But fully engaging local counterparts in the implementation of development activities is not an easy task.

A standard step in getting local stakeholders' engaged in ComDev planning is to organize town hall meetings and informal discussion groups to raise awareness of the project and to encourage active participation. ComDev professionals should be proactive in obtaining the support of key actors and community leaders when preparing the field for broader consultations. In particular, local institutions can contribute useful resources such as venues, equipment, transportation, and refreshments for the participants.

The key informants who took part in the earlier communication appraisal and strategy design can also help mobilize other stakeholders. Enabling the inclusion of marginalized groups is highly important, thus avenues for participation must be created, where they can feel that their involvement is welcome. The meetings

should not interfere with other important local activities, so date, duration and location should be wisely selected and communicated ahead of time.

A planning sheet similar to Table 4.3 could be useful to organize consultations in coordination with local institutions and community leaders.

Table 4.3 **Consultations planning sheet**

Consultation	Date	Venue	Facilitator	Participants	Equipment/ Supplies	Refreshment

Once meeting dates are set, people are usually invited to attend through (FAO, 2014):

- town crier systems or mobile phone messaging/ text services, calling people to meetings;
- introduction of the project during regular community meetings, producer association meetings, etc.;
- advertisement through community radios and other local media;
- distribution of flyers at popular local places such as food stores, supply shops, co-ops, schools, churches, post offices, banks, bus depots, and so on.



#### **PARTICIPATION CLUES**

For fruitful interaction, it is important to adopt an open attitude and set a positive tone with stakeholders. Using an appropriate language and format is also quite crucial. Proper facilitation techniques and two-way communication must be used to promote active listening, encourage sharing and generate trust so people can make smart decisions (see Annex 2 on Facilitation skills).

Communication tools such as audio or video materials may be highly effective in energizing groups, initiating discussion and eliciting engagement in the local communication planning process (see Section 3 of Module 5).





In addition, establishing and maintaining sound relationships based on mutual respect and understanding takes time, so it is important to consistently follow the project implementation with multiple consultations and team-building activities. The best teams work when members (JHU/CCP, 1997 quoted in Velasco, 2006):

- share leadership responsibility and rotate roles as needed;
- participate in idea generation, problem solving and decision making;
- show support, respect, and trust for one another – strive for win-win situations;
- take action and do the work necessary to reach common goals;
- manage conflict by confronting issues and inappropriate behaviour.

## 2. Networking and partnerships

A key element for a successful ComDev initiative is networking and partnering with relevant actors working in the selected area and/or addressing the same issue. Networking is important to harmonize with like-minded communication service providers to maximize expertise and resources, while avoiding duplication of services and contradictions in messages. Moreover, the ComDev plan needs to gain the moral, material and financial support of local authorities. This will contribute to building consensus and leveraging specialized agencies and technicians' local knowledge. It will also raise the profile and credibility of the project within the community.

Building alliances and sustainable partnerships is a challenging task that requires a positive attitude towards collaboration and responsibility, power, resource and result sharing among various actors. Mutual will to pursue a common goal is a necessary condition for the success of a partnership.

### BOX 4.2 DEFINING ELEMENTS OF A PARTNERSHIP

- A partnership is a voluntary association of entities.
- Partners are expected to share a common interest.
- Partnership entails complementary resources (technical, financial or human).
- A dynamic partnership assumes the existence of an agreement on methods.
- Each partner is expected to pursue specific benefits which are the fundamental motivation for entering into the partnership.
- By deciding to get involved in an alliance or a partnership, entities accept the need to share risks and confront them together, based on a foundation of mutual trust.

(FAO, 2012c)

ComDev partners mostly belong to the following five categories:

### **1. COMMUNITY GROUPS**

Various organized groups are likely to already exist in the community. Local farmer groups, fishers associations, women groups, environmentalist clubs and cooperatives, among others, should have already been approached and invited to participate in the communication assessment and planning stages. They are therefore the primary partners to engage with for the successful implementation of the ComDev plan.

### **2. LOCAL AUTHORITIES**

Partnerships with local officials, community leaders, tribal elders, or community forest guards provide an opportunity to foster better local appreciation of the ComDev plan. Their institutional backup can be vital for the successful implementation of ComDev activities, as well as for obtaining additional material or financial contributions.

### **3. TECHNICAL AGENCIES AND PRIVATE SECTOR**

Establishing partnerships with government technical services and NGOs in the area is essential for the ComDev plan. They should be involved in identifying specific community problems and their causes as they are familiar with tackling such issues. Moreover, some form of synergy and support by private sector companies could be pursued. Local farm stores, input providers, banks and so forth may be willing to play a role if they believe this will enhance their standing and business in the community.

### **4. LOCAL AND NATIONAL MEDIA**

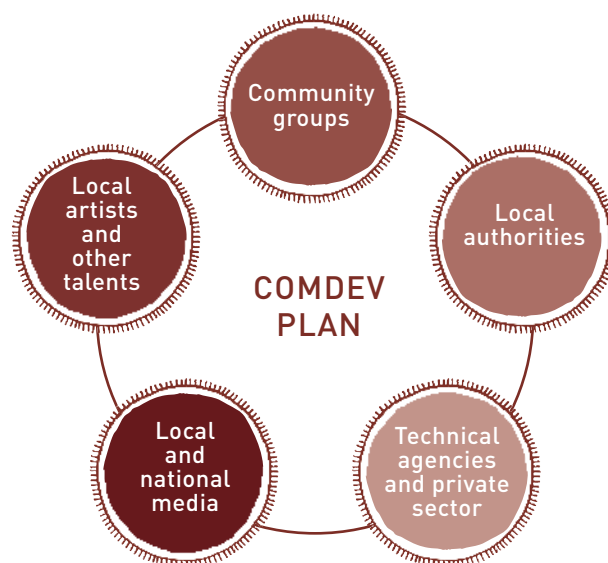
ComDev initiatives can certainly benefit from media promotion and other visibility services at local and national level. Beyond that, community-based and traditional media organizations are crucial partners. Community media include rural radios, local communication networks, community press, cable TV, etc. Traditional media can be storytellers, musicians, puppeteers, or theatre groups. They can help reach the intended stakeholders more effectively, but also scale up the work done in a community by documenting results and advocating for replication on a larger scale.

### **5. LOCAL ARTISTS AND OTHER TALENTS**


Local graphic artists, singers, photographers, video technicians, sports talents, are resource persons who can help facilitate or support ComDev activities outside the organizational framework. Not only can they develop the creative aspect of communication materials, as well as original and inspiring outreach strategies; they can also contribute their own experiences or knowledge on the theme of the ComDev plan.



Figure 4.5 Partnerships in a ComDev initiative



A careful assessment of each potential partner and its perceived strengths is necessary to start strategic and beneficial alliances. **Organizational mapping** (see Module 2) will prove useful to identify key actors to interact and partner with. As a result, specific partnership agreements can be established in the form of letters of agreement, memoranda of understanding, local management committees, joint programmes, project proposals and so on.

 Figure 4.6 presents an example of multistakeholder partnership agreement for the development and implementation of a local communication plan (abbreviated PLIC in Spanish). It was signed in Chiquitanía, one of the pilot areas of the FAO *Communication for Sustainable Development Initiative* in Bolivia (see Box 4.1).

Institutional actors such as the Bolivian Ministry of Rural Development and Land (MDRyT) and the National Institute for Innovation in Agriculture, Livestock and Forestry (INIAF) signed an agreement with the Agricultural Research Institute “El Vallecito” of the Universidad Autónoma Gabriel René Moreno (UAGRM) and the local producer association MINGA. The PLIC was also endorsed by local authorities and civil society organizations through financial, human and logistical support.

Figure 4.6 Partnership agreement for a local communication plan in Bolivia





### 3. COLLABORATION WITH NATIONAL AND LOCAL MEDIA

Media organizations are important partners to consider due to their wide coverage and agenda setting power. They are extremely useful for advocacy work, to increase awareness, mobilize public opinion and facilitate action among identified audiences. They also present potential for the development of partnerships and alliances. For example, if a TV skit is aired on national television calling for public volunteers and individual donations to help the victims of a natural disaster, interested parties from the private sector might see this as a venue to practice corporate social responsibility.

Whether national or local media should be used can be determined depending on the objectives identified and the intended stakeholders. Issues which are location-specific (e.g. infestation of pests in farmlands) may use local media from the onset, because the information provided is only relevant to that locality. ICTs, social media and online communities may be used as complementary or supplementary channels. Very often, a combination of both local and national media will be the best option depending on the objectives set for a project (see Section 3 of Module 3).

#### BOX 4.3 TEN TIPS FOR EFFECTIVE MEDIA PARTNERSHIPS

1. Master relations with the media, guided by the “5 Fs” –Fast, Factual, Frank, Fair and Friendly
2. Keep up with media trends, techniques and technologies
3. Learn the media habits of the intended stakeholders
4. Involve the stakeholders in the media content design
5. Face the competition: using media can help
6. Entertain while educating and educate while entertaining
7. Facilitate journalists’ access to relevant information and data
8. Treat journalists and other media professionals with respect
9. Establish a channel of regular communication with media gatekeepers
10. Thank and reward deserving journalists and other media professionals through awards and other motivators

These principles can and should be applied to both mass and local media partnerships.

(UNFPA, 2002)

Maintaining a good relationship with media professionals is important in the long-run. More details on how to approach the media when implementing a communication strategy can be found in Lesson 2.1 of the FAO Food Security Communications Toolkit (2011).

## 4. RESOURCE MOBILIZATION AND SHARING

Resource mobilization is an integral part of the local communication planning process. It is typically associated with fund raising, but other equally important assets should also be considered. Resources may either be human resources – the people involved in the implementation of a project with technical skills and abilities – or non-human resources which include money, goods and services (equipment, vehicles, training services, technical assistance).

Mobilizing resources is as much about identifying and making judicious or better use of available resources, as it is about finding additional ones. The following questions should be asked in relation to the first point:

- *Are current responses relevant, effective and, in particular, cost-effective?*
- *Is there the opportunity and/or necessity for reallocation and reprogramming of resources? What are the priorities now?*

The PRCA is very helpful to map local assets, in particular the **analysis of communication resources** of individuals, groups and organizations in the target area (see **Module 2**). At this stage, the analysis should go deeper into identifying concrete financial resources and opportunities for in-kind contributions (office space, staff time, food or other inputs).

It is important to think outside the box and make the most of potential collaborations with other actors such as development agencies, NGOs, private sector or existing technical networks for their expertise. The organizational structure should allow space for local volunteers or groups willing to contribute, according to their availability and skills. Moreover, potential donors who are interested in supporting ComDev efforts and contributing complementary resources should be identified and appealed to.

The local communication plans are meant to provide a framework for maximizing resource mobilization in relation to priority activities and outputs.


Resource mobilization is strictly connected to cost sharing and to the financial sustainability of a project. These challenges can be addressed using different strategies, such as:

- **MOBILIZATION OF COMMUNITY PEOPLE** – local technicians, development agents, students, volunteers, etc. are extremely valuable resources to tap for participatory communication activities. The relationship with community volunteers should be carefully managed, always giving them due credit for the contribution made, and where possible providing incentives, such as financial remuneration or formal recognition through certificates or awards. This is a good way to encourage the involvement of the youth.



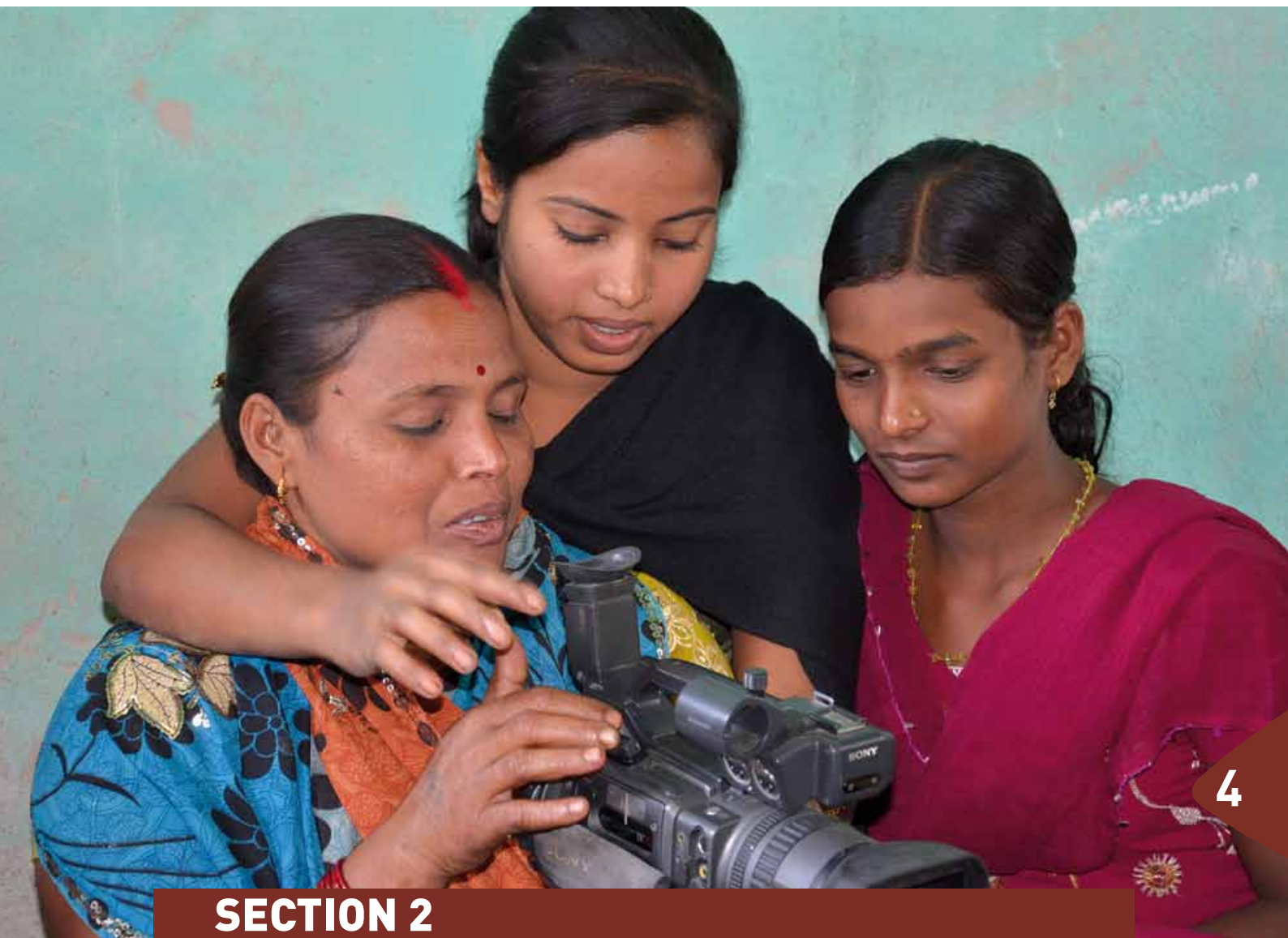


- **INCOME DERIVED FROM SERVICES** – communication activities can also become a source of income if they are able to provide support to other development or institutional initiatives. Developing communication skills will enable local organizations or groups to become in turn providers of communication services to development agencies or potential donors, and this is one of the most effective cost recovery and marketing strategies.
- **PRIVATE SECTOR SPONSORSHIP** – in exchange of visibility and publicity, private companies are keen to get involved and provide their contribution to the ComDev plan. Local private entities may be more likely to contribute as they themselves are stakeholders.

 For example, the community-based *Radio Krishi* in Bangladesh (see paragraph 3.2 of Module 6) has based its own resource mobilization strategy on:

- A partnership with the regional outpost of *Bangla Betar*, the national state-owned radio, for regular radio programme exchange.
- A contract agreement with *ACI Agro Business*, a private agro business farm company, for sponsored messaging services.
- Service provisions for the implementation of communication activities in development projects, e.g. the production of a radio series on saline-tolerant rice varieties in support of the *World Bank Emergency 2007 Cyclone Recovery and Restoration Project (ECRRP)*.





## SECTION 2

# ENHANCING LOCAL COMMUNICATION CAPACITY

A major ComDev goal is to strengthen the capacity of local stakeholders and partners to ensure efficiency and effectiveness of the ComDev process as it unfolds. The end goal of capacity development is captured in the phrase “helping other people help themselves.” Capacity development is therefore another fundamental element for the implementation of a ComDev plan (see Figure 4.4), which allows local counterparts and implementers to give continuity, replicate independently or even scale up ComDev processes after the project’s end.

However, capacity development should not be limited to training people; it should be intertwined into strong governments and community commitments, with a focus on institutional strengthening. Bottlenecks due to weak communication policies, lack of resources and limited technical skills, could also be addressed through strategic partnerships, incentive systems, performance evaluation systems, and so on.



A systematic approach to capacity strengthening starts with the assessment of the existing knowledge and skills of stakeholders and partners, as a basis for the formulation and implementation of a capacity development response.

### Assessment of local communication capacity

A good starting point for defining the scope of capacity development in ComDev is the **analysis of communication resources** conducted earlier during the communication appraisal (see **paragraph 2.5 of Module 2**). Matching those findings with the **organizational mapping** results (see **paragraph 1.4 of Module 2**) will give more elements to clearly identify the individuals or groups with the highest potential to become strategic ComDev partners. Existing social structures and power relations emerging from the **social network analysis** (see **paragraph 2.6 of Module 2**) should also be considered when targeting investment in terms of capacity development. Once key stakeholders and partners have been identified (e.g. community organizations, extension agents, media professionals, local service providers), it is important to assess their communication capacities, particularly of the people who will run or actively contribute to ComDev activities. Taking stock of existing communication assets and skills with stakeholders will serve to determine which areas should be prioritized or require additional training (see the **Guide to ComDev training**), and in what ways capacity building in ComDev can be incorporated into local and institutional development strategies.

### ComDev capacity development response

Capacity development in ComDev usually includes trainings, seminars, workshops, in-service skills development and other non-formal education activities that aim to enhance the knowledge and skills of local practitioners and stakeholders.

Initial efforts should always focus on enhancing the **facilitation skills** (see **Annex 2**) of field staff and community agents involved in the ComDev initiative. Later, during the implementation phase, hands-on activities, practical tutorials and field backstopping are commonly used for introducing learners to the production of communication materials.

These training methods are often complemented by learning supports such as handbooks, practical guidelines, how-to videos and multimedia toolkits (see for example the *Módulos de Conocimiento y Capacitación* in **paragraph 2.3 of Module 7**), as well as online mentoring and distance learning through web-based platforms<sup>1</sup>.

---

<sup>1</sup> One example is the Collaborative Change Communication platform.

Starting from the results of the needs assessment, the ComDev team should line-up a **capacity development plan** specifying who needs to undergo what training, how, when, where and the costs involved. Training costs usually are accounted for in the overall budget from the outset.

Table 4.4 **Sample capacity development plan for a ComDev initiative**

Who	What	How	When	How much (US\$)
5 Field workers	PRCA techniques	One week training	1 <sup>st</sup> week August	4 000
15 Community women farmers	Participatory video production	One week training	4 <sup>th</sup> week September	4 000
10 Government staff	ComDev planning and M&E	Three day workshop	2 <sup>nd</sup> week November	2 500
20 Radio journalists and community volunteers	Community radio broadcasting	Two day workshop	3 <sup>rd</sup> week November	2 500
<b>TOTAL</b>				<b>13 000</b>

Implementing a capacity development plan in ComDev involves constant reassessment, depending on changing situations at national, local and institutional level. It should include evaluative indicators of its relevance and effectiveness, as well as its impact on institutional arrangements, leadership and accountability. The learning process takes time and the communication capacities needed often cannot be met by one training course or a three-day workshop. The evaluation should serve also to open up opportunities and support systems for continued learning and knowledge sharing in ComDev.

Prospective ComDev trainers and programme coordinators interested in organizing and delivering well-tailored and effective ComDev training, should refer to the **Guide to ComDev Training** at the end of this sourcebook for an in-depth description of the following steps:

#### BOX 4.4 STEPS IN COMDEV TRAINING

1. Identify the participants and their training needs
2. Formulate the learning objectives
3. Organize the training content
4. Identify the resource persons
5. Set date, venue and duration
6. Select training methods and prepare materials
7. Develop an evaluation strategy
8. Follow up and facilitate knowledge sharing among participants



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## FURTHER READINGS

### **Involving the community: a guide to participatory development communication**

(G. Bessette, 2004)

<http://idl-bnc.idrc.ca/dspace/bitstream/10625/31476/33/119952.pdf>

### **Building effective local partnerships: organizational challenges and strategic orientations**

(OECD & USAID, 2007)

[http://pdf.usaid.gov/pdf\\_docs/PNADL737.pdf](http://pdf.usaid.gov/pdf_docs/PNADL737.pdf)

### **Citizen participation in community development**

(Ohio State University, 2011)

<http://ohioline.osu.edu/cd-fact/l700.html>

### **Community participation: how people power brings sustainable benefits to the community**

(J. N. Reid, 2000)

<http://www.rurdev.usda.gov/rbs/ezec/Pubs/commparticrept.pdf>

### **Estrategias y Planes Locales de Comunicación para la Innovación y el Desarrollo Rural**

(FAO, 2011)

<http://www.fao.org/docrep/018/aq957s/aq957s.pdf>

### **Comunicación para la innovación y el desarrollo rural en el ANMI-PNA del Municipio Yapacaní**

(FAO, 2011)

<http://www.fao.org/docrep/017/ap607s/ap607s.pdf>

### **Comunicación para la innovación y el desarrollo rural en el área piloto San Ignacio de Velasco - Chiquitanía**

(FAO, 2011)

<http://www.fao.org/docrep/018/aq956s/aq956s.pdf>

### **Facilitating complex multi-stakeholder processes. A social learning perspective**

(J. Woodhill, 2004)

[http://ec.europa.eu/research/water-initiative/pdf/iwrm\\_scicom/a/a3\\_en.pdf](http://ec.europa.eu/research/water-initiative/pdf/iwrm_scicom/a/a3_en.pdf)

### **Make it theirs. The imperative of local ownership in communications and media initiatives**

(USIP, 2010)

<http://www.usip.org/sites/default/files/resources/SR253%20-%20Make%20it%20Theirs.pdf>

### **Resource Mobilization**

(World Bank, 2007)

[http://siteresources.worldbank.org/INTBELARUS/Resources/Resource\\_Mobilization.pdf](http://siteresources.worldbank.org/INTBELARUS/Resources/Resource_Mobilization.pdf)



## MULTIMEDIA RESOURCES

### **Video - Building capacities: Participatory planning**

(IFRC)

[http://www.youtube.com/watch?v=2Bft-\\_gKvt8](http://www.youtube.com/watch?v=2Bft-_gKvt8)

### **Online resource hub - Capacity development**

(FAO)

<http://www.fao.org/capacitydevelopment/en/>





## MODULE 5

# PARTICIPATORY MESSAGE AND MATERIALS DEVELOPMENT



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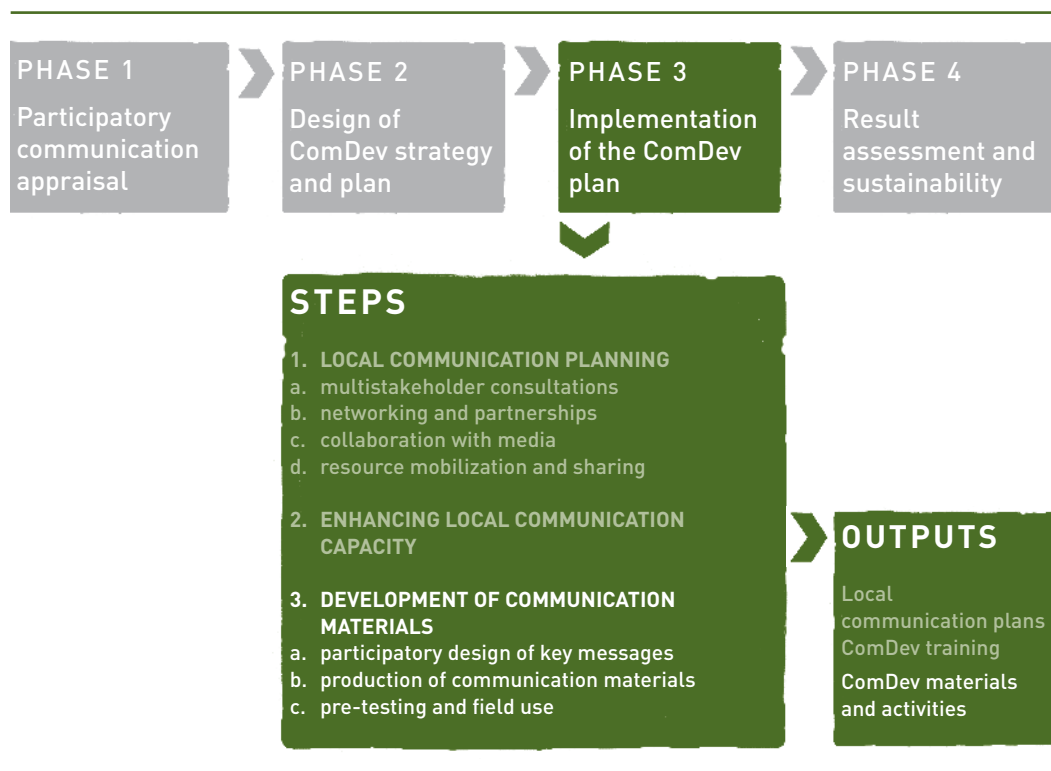


## RATIONALE AND KEY CONCEPTS

The communication planning process begins with the application of PRCA techniques to assess local development issues, policies and organizations, while documenting existing knowledge, practices, communication capacity and resources available (phase 1). PRCA results serve to formulate strategic ComDev objectives and to identify the best combination of communication methods and channels (phase 2). **Module 4** discussed the first steps of ComDev implementation (phase 3), when multistakeholder consultations are carried out to agree on a joint plan of work and determine the activities, outputs, timing, responsibilities and resources needed to make the communication strategy operational on the ground.

This module addresses the following step of phase 3: **transforming the strategy's core content into concrete communication outputs**. ComDev messages and materials are developed together with rural stakeholders who will ultimately use them for their own learning and action.

Figure 5.1 **The ComDev planning process – focus on phase 3**



This module addresses the following key concepts:

**Participatory message design** is the generation of stakeholder-oriented, creative and locally appropriate messages, based on:

- a. data gathered in the field through participatory rural communication appraisal (PRCA)
- b. content of the ComDev strategy designed with stakeholder involvement.

This process serves to conceptualize the central idea around which the whole communication programme will revolve, to bring about changes in stakeholders' knowledge or attitudes, and empower them.

**Participatory development of ComDev materials** is the process involving stakeholders, project staff and communication experts in planning, developing, testing and producing ComDev products (videos, radio programmes, leaflets, posters, social media, multimedia packages, etc.). The process is both creative and analytical: participants decide how to best combine texts, illustrations, graphics or sounds into appropriate formats and channels, that are chosen according to field data and production requirements.

**Pre-testing** is the evaluation of the intended audience's reactions to prototype or sample ComDev materials, in order to improve their quality and effectiveness prior to final production and distribution.

**Budgeting** is the estimation of the required costs for producing and achieving the best results with ComDev products.

## CONTENT ABSTRACT

**Section 1** guides through the process of message design, in which the rough core content of the ComDev strategy is refined into manageable chunks of information to attract stakeholders' attention, raise awareness on specific issues, encourage participation or mobilize specific sectors of the society. It discusses the steps to follow when formulating creative messages in the framework of a participatory approach, providing a wide variety of examples.

**Section 2** deals with the ComDev materials that carry the key messages and how stakeholders can participate in their development. It describes the steps leading from the design of ComDev materials to their production and use in the field. It highlights the elements to consider when producing ComDev materials, focusing on the most common formats (print, broadcast, video), and explains the importance of proper pre-testing and budgeting.

**Section 3** looks into how to use ComDev materials for stirring up discussion, encouraging reflection, clarifying issues, enhancing exchange of ideas and drawing out local knowledge.



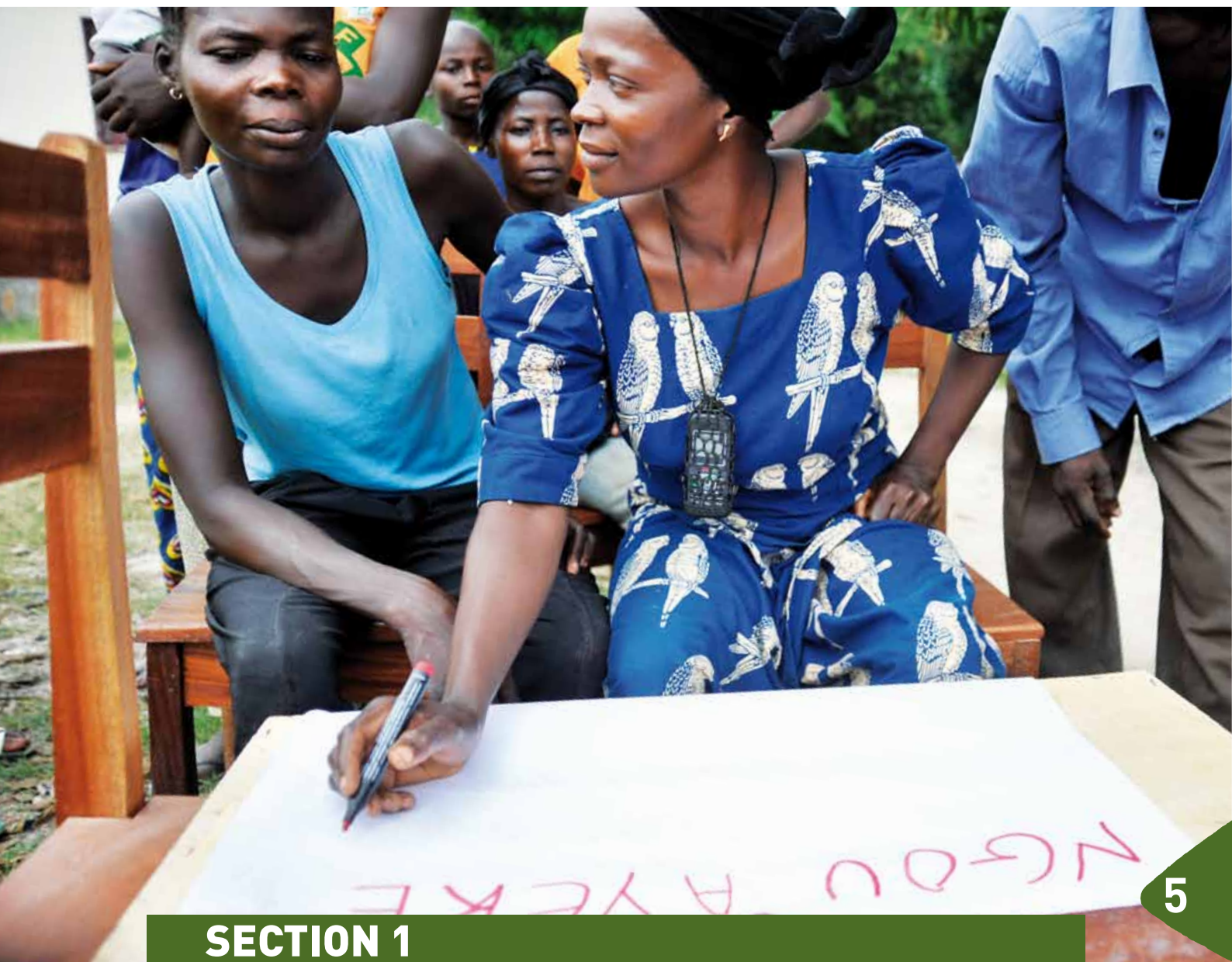
Elements and basic principles of **print, visual, radio broadcast and video production** are illustrated in Annexes 3, 4, 5 and 6, providing also examples and practical tips.

## LEARNING OBJECTIVES

After going through this module, the reader should be able to:

1. Articulate the principles and steps involved in participatory message design and materials development.
2. Craft effective, locally relevant and appropriate messages.
3. Apply participatory methods to design and produce ComDev materials.
4. Describe production requirements of different types of communication materials.
5. Plan and carry out pre-testing of ComDev materials.
6. Prepare a budget plan for ComDev materials.
7. Use communication materials as discussion tools.





## SECTION 1

### PARTICIPATORY DESIGN OF KEY MESSAGES

The basis to design communication materials is the rough core content of the ComDev strategy. The main question to ask is: *What should be communicated to meet stakeholders' information needs, fill knowledge gaps or open up a community level debate so they can make informed decisions and are empowered to take action?*

In this phase, the content previously outlined in consultation with community stakeholders is re-examined and narrowed down into specific ideas and concise messages that people can easily understand and possibly put into practice.

This is a creative process but also a very challenging task. It requires logical and analytical thinking when confronted with technical matters, such as food insecurity or vulnerability to disasters, and the need to look for solutions





(Hesselink *et al.*, 2007; FAO, 2004). Key stakeholders play an active role in the creative process, sharing their opinions, perceptions and preferences. The objective is to identify and formulate key messages that are locally specific and relevant, suit different groups and match different levels of familiarity with the development issue.

The effectiveness of the ComDev strategy depends significantly on how the content is crafted. So, once the message has been identified, the next concern will be: *How are we going to say it?*

Clarity, accuracy and conciseness are three central dimensions of message design (Green, 1976). The message must be understood by the intended stakeholder groups and suit their characteristics, educational level, cultural codes and language (Hesselink *et al.*, 2007). It should also be appealing and thought-provoking, and should fit the communication methods and channels selected to carry it: the process will be different for a brochure, TV spot, radio drama, video clip, etc. Furthermore, the message needs to be strategically ‘positioned’ so it stands out from other competing messages in the environment and gains stakeholders’ attention (OECD, 1999).

## 1.1 STAKEHOLDER PARTICIPATION IN MESSAGE DESIGN

Participatory message design relies heavily on stakeholders’ contribution, which happens at varying degrees throughout the different stages of the ComDev process. Rural stakeholders have already participated in the communication appraisal (phase 1), where they were able to express needs, ideas and perspectives about their current situation, problems, opportunities and possible solutions. They have taken part in the selection and prioritization of issues to be addressed by the ComDev strategy and have been consulted about their personal characteristics, knowledge, skills, practices as well as social norms and communication preferences or resources. Guided by the participatory planning approach, communication objectives and core content of the ComDev strategy have been identified and stated from the stakeholders’ own perspective (phase 2), which also determined the selection of appropriate media and channels.

The insights obtained during the PRCA and the ComDev strategy design are complemented using participatory methods and tools such as brainstorming, ranking and message pre-testing. Figure 5.2 shows the various steps in participatory message design (detailed in paragraph 1.3 of this module) and how project stakeholders contribute to this process.

Figure 5.2 **Stakeholder participation in message design**

STAKEHOLDER PARTICIPATION [PRCA report • ComDev strategy • ComDev plan]		
Steps in message design	Participatory methods and tools (ideal situation)	
1. Prepare message specifications	<ul style="list-style-type: none"> <li>• Review and analysis of field PRCA data &amp; ComDev strategy</li> <li>• Brainstorming</li> <li>• Message writeshop</li> <li>• Validation meeting</li> <li>• Message pre-testing</li> <li>• Production workshop</li> </ul>	<ul style="list-style-type: none"> <li>• FGD guide</li> </ul>
2. Define the content		<ul style="list-style-type: none"> <li>• Message worksheet</li> </ul>
3. Select message appeal		<ul style="list-style-type: none"> <li>• Ranking</li> </ul>
4. Select message format		<ul style="list-style-type: none"> <li>• Meta cards</li> </ul>
5. Formulate a positioning statement		<ul style="list-style-type: none"> <li>• Pre-testing survey</li> </ul>
6. Decide on message treatment		<ul style="list-style-type: none"> <li>• Rough sketching</li> <li>• Message visualization exercise</li> </ul>

## 1.2 KEY MESSAGES AND DISCUSSION THEMES

The ideas, concepts or values to be shared with stakeholders can take various shapes that are by no means mutually exclusive. They depend on project goals and the communication approaches selected.

In most cases the content of a ComDev strategy is crafted into **key messages** containing critical information, advocating or promoting the benefits of a suggested course of action. They are intended to elicit the same meaning among stakeholders and encourage them to adopt a possible solution (FAO, 2004). Key messages can be accompanied by supporting messages that elaborate the former to enhance the information. They can be disseminated through posters, infographics, radio or TV spots, comics, leaflets or drama presentations, among others.

### SAMPLE KEY MESSAGES

*Climate-smart agriculture offers a triple win for food security, adaptation and mitigation.<sup>1</sup>*

*Climate-smart agriculture sustainably increases farm productivity and income.<sup>2</sup>*

On the other hand, a **discussion theme** is an idea, issue, or question that is raised to stimulate discussion or dialogue with stakeholders (FAO, 2004). The objective is to draw out different perspectives about an issue and to investigate its causes, consequences and solutions. For instance a facilitator can initiate discussion asking: *What do you see happening? Why is it happening? What does it lead to? What is the root cause? What can be done about it?*

1 World Bank. 2013. Policy brief: opportunities and challenges for climate-smart agriculture in Africa. (Key messages). Washington DC: World Bank. [http://ccafs.cgiar.org/sites/default/files/assets/docs/au\\_policybrief\\_opportunitieschallenges.pdf](http://ccafs.cgiar.org/sites/default/files/assets/docs/au_policybrief_opportunitieschallenges.pdf)

2 FAO. 2013. Climate-smart agriculture sourcebook. (Infographic). Rome: FAO. <http://www.fao.org/climatechange/28968-0740493a283ed601591be6d925a3383bb.pdf>



Discussion themes can be presented using a picture, photograph, story, participatory theatre, radio forum, talk show, etc. Communication materials and media are only tools in this participatory process.

### SAMPLE DISCUSSION THEMES

*Eight million hectares of forest lands are denuded and unproductive. Why is this happening? What can be done to repair this situation?*

*Significant amounts of maize harvests are lost to pests. What are the consequences? How are you facing the loss?*

Discussion themes enable stakeholders to express their ideas and opinions on a specific issue or concern, and they allow facilitators to actively listen and understand the situation. Since the voices of the stakeholders are listened to and prioritized, it is expected that the outcomes of the discussion will be highly relevant and culturally appropriate to the local community.

Good discussion themes and messages define the core content of a communication strategy and are vital to its success. They are **clear, concise, bite-sized chunks of information that provide focus, direction and precision to the ComDev strategy** (Rogers and Briana, 2007). In sum, they are important to:

- clarify core content;
- help focus stakeholders' attention;
- keep everybody on the same level of understanding;
- support objectives of the communication strategy;
- motivate stakeholders to take action;
- ensure consistency, continuity and accuracy;
- measure and track the communication strategy's success.

## ACTIVITY 5.1 CRAFTING KEY MESSAGES AND DISCUSSION THEMES

FAO project Enhanced Capacities for Disaster Risk Mitigation in Agriculture, Fisheries and Forestry identified a series of good practices to mitigate climate-related disasters in Jamaica.

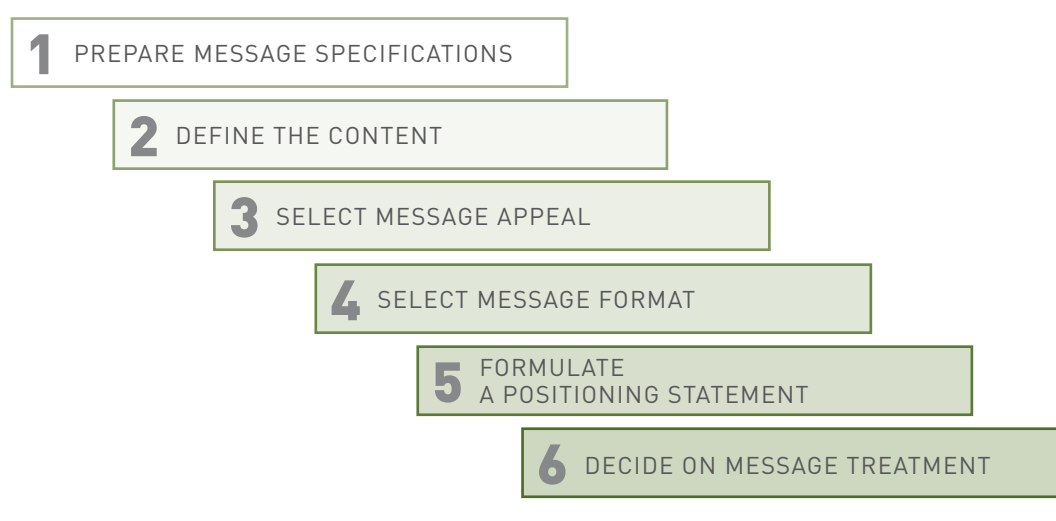
How would you translate them into key messages or discussion themes that are clear, simple, relevant and comprehensible to stakeholders?

Area	Good practices	Key messages	Discussion themes
Agriculture	<ul style="list-style-type: none"> <li>• Integrated pest management</li> <li>• Water harvesting and storage (ponds, tanks, wells)</li> <li>• Drip irrigation</li> <li>• Soil testing/Improvement of soil quality</li> <li>• Drought resistant crops</li> <li>• Safe storage of feed for livestock</li> <li>• Improved livestock housing</li> </ul>		
Fisheries	<ul style="list-style-type: none"> <li>• Safety at sea techniques for fishers</li> <li>• Boat removal via winches</li> </ul>		
Forestry	<ul style="list-style-type: none"> <li>• Management of fires</li> <li>• Tree planting</li> <li>• Wind breaks</li> <li>• Land stabilization</li> </ul>		

### 1.3 STEPS IN MESSAGE DESIGN

Below are the basic steps to follow in message design. Not all of them apply to discussion themes (whose aim is not to pass a specific message, but rather to leave the floor open for debate).

Figure 5.3 Steps in the design of key messages





## Step 1. Prepare message specifications

The first thing to do to prepare the message specifications is to review both PRCA data and the ComDev strategy to extract the following elements (FAO, 2004):


1. key issues or needs identified
2. stakeholder groups and their characteristics
3. proposed problem-solving strategy
4. communication objectives
5. core content
6. communication approach

A **message specifications worksheet** collects all the above information to be later converted into crisp, concise and creative messages that address stakeholders' needs. It should always be kept at hand as a reference while going through the rest of the steps in message design.



### WORKSHEET 5.1 MESSAGE SPECIFICATIONS

<b>Key Issues</b>	
<b>Stakeholder Group</b>	
<b>Proposed solution</b>	
<b>Communication Objectives</b>	
<b>Core Content</b>	
<b>Communication approach</b>	
<b>Message</b>	

 Let's take the Philippine National Greening Programme (NGP) as an example (see Box 3.1).

To raise awareness and mobilize society around the initiative, the ComDev strategy identified 15- to 22-year-old students in secondary and tertiary schools as primary stakeholders. These were mostly single, middle class and literate. The communication objectives aimed for the urban student population to be able to explain how NGP differs from past greening efforts and to actively participate in the programme. The main communication approaches were awareness raising and social mobilization.

Table 5.1 **NGP message specifications**

<b>Key issues</b>	Large areas of denuded forests
	Unfamiliarity with NGP
<b>Stakeholder group</b>	<b>Students:</b> Secondary and tertiary school level; 15–22 years old; mostly unmarried; middle class; literate
	<b>Rationale for choosing students:</b> Large number; young, energetic, willing to learn; belong to future generation that will benefit from NGP
<b>Proposed solution</b>	Planting 1.5 billion trees in 1.5 million hectares in six years
<b>Communication objectives</b>	At the end of one year, 70 percent of the total student population in cities will be able to explain how NGP differs from past greening efforts.
	After one year, 55 percent of student population in cities will be able to plant ten seedlings/year properly.
<b>Core content</b>	What is NGP?
	Difference between NGP and past greening efforts
	Roles in NGP implementation: How to participate in NGP? How to plant correctly?
<b>Communication approach</b>	Awareness raising and social mobilization
<b>Message</b>	[see Step 2]

Source: NGP, 2011

## Step 2. Define the content


Bearing in mind the message specifications – in particular the communication objectives and the core content of the ComDev strategy – it is time to define the **main idea, information or suggested course of action** to communicate. A representative group of stakeholders should be invited to join a brainstorming session.





Here are some guidelines for better defining key messages (FAO, 2004; Rogers and Briana, 2007):

- Stress one major idea that a stakeholder group is concerned about. For example, what do they want to hear or discuss about the issue?
- Identify the key words that express the idea and put them in a sentence.
- Offer benefits that meet the needs of the stakeholder group.
- Emphasize the features of the idea or innovation that satisfy stakeholders.
- Refine the statement. Remove any scientific language or jargon.
- Keep the message simple and concise. Can the message fit on a T-shirt or a bumper sticker? If not, it needs to be shortened or simplified (nine words per message is recommended).
- Make the message positive: state what stakeholders can do, not what they cannot.
- Develop a few supporting points, statistics, or quotes to back up the message (this is called “elaboration”).
- Come up with examples, visuals or stories that bring the message to life and help stakeholders empathize.
- Test the message on someone unfamiliar with the topic. If that person has difficulty understanding, refine the message until it can be understood.

 In the NGP example, the core content to develop for the student stakeholder group was: *What is NGP and how does it differ from previous greening programmes? How to get involved?*

Following the guidelines above, here is the key message with its supporting statement:

---

**KEY MESSAGE:** *NGP is more than just tree planting.*

---

**ELABORATION:** *It guarantees food security, livelihood and forest conservation.*

---

### Step 3. Select message appeal

ComDev messages have an appeal that relates to physiological and emotional benefits. They must attract stakeholders’ attention, touch their emotions or make them think the message is important. Two basic types of appeals can be distinguished, based on the benefits or values that stakeholders associate with the message:


- **RATIONAL APPEALS** are directed towards practical or functional needs, and attempt to provide all the information that stakeholders need to make up their minds.
- **EMOTIONAL APPEALS** play upon the person’s social or psychological needs, catering to their feelings.

Table 5.2 **Message appeals**

Rational appeals	Emotional appeals	
Comparison with other options Economic benefits Efficiency in operational use Expert/testimonial recommendation Opportunity for livelihood enhancement Productivity/income increase Protection of others/future generations Protection of environment Protection of home and possessions Safety/security	Avoidance of laborious tasks Comfort Co-operation Curiosity Devotion to others Entertainment Fear Guilt/embarassment Health Humour	Pleasure Pride of possession Security Simplicity Social belonging/achievement Social approval/respect Sport/play Style Sympathy for others Taste

Source: Adapted from FAO, 2004

The information in the message specifications sheet is useful to decide what appeal should be used. Stakeholders may also be involved in the selection. Alternatively, two drafts messages can be pre-tested among stakeholder groups to indicate which one is more likely to be effective.

 The example “*NGP is more than just tree planting. It guarantees food security, livelihood, and biodiversity conservation*” tells that tree planting can accomplish something much greater than providing cover to denuded forest lands. It can perform practical functions, like ensure food security, offer more livelihood opportunities and preserve biodiversity. It appeals to rational or logical thinking especially in terms of safety and protection of the environment and future generations.

5

#### Step 4. Select message format

The message can be packaged and presented in a number or a combination of formats, as listed in Table 5.3. Looking again at message specifications will help tailor the format to stakeholders’ characteristics.


 In the example, “*NGP is more than just tree planting; it guarantees food security, livelihood and biodiversity conservation*”, one can immediately see that the message format is INFORMATION as facts are delivered in a straightforward manner without added explanation. The format could also be classified as HARD SELL, as it seeks to make stakeholders remember how or why NGP is more than just planting trees.




Table 5.3 **Message presentation formats**

Format	Description
<b>Information</b>	<ul style="list-style-type: none"> <li>• Presents straight facts without an explanation of their relevance</li> </ul>
<b>Argument (Reason why)</b>	<ul style="list-style-type: none"> <li>• Structures a message in the form of an argument or rational discussion</li> <li>• Presents a one-sided or two-sided argument (two-sided works well among those who initially oppose the message)</li> <li>• Presents a direct and/or indirect argument (indirect is better when issues personally involve stakeholders)</li> <li>• Gives definite and/or open conclusions for stakeholders to draw out</li> </ul>
<b>Motivation</b>	<ul style="list-style-type: none"> <li>• Uses a combination of emotional and rational appeals to persuade and promote action among stakeholder groups</li> <li>• Uses emotional appeals Emotional appeals can stimulate love, hate, fear, anxiety, security, hope, and happiness, among others, and to attract attention to message.</li> <li>• Uses negative and positive appeals Negative appeals create a state of emotion (e.g. anxiety) which is counterbalanced with a positive outcome or recommendation.</li> <li>• Uses group and individual appeals Social pressure or peer-group pressure motivates people: <i>everybody else is doing it, why don't you also do it?</i></li> </ul>
<b>Hard sell</b>	<ul style="list-style-type: none"> <li>• Messages are not supported by facts The aim is to make stakeholders remember the message, people will believe a statement if they hear it long enough</li> </ul>
<b>Command</b>	<ul style="list-style-type: none"> <li>• Orders or reminds to do something Works best with services, ideas, or products familiar or already known to stakeholders, who are open to suggestions</li> </ul>
<b>Imitation</b>	<ul style="list-style-type: none"> <li>• Presents people and situations as role models and uses testimonials People will imitate those whom they admire or wish to be like</li> </ul>
<b>Humour</b>	<ul style="list-style-type: none"> <li>• Intended to grab attention and reduce boredom but must be used carefully</li> <li>• Applied when a subject cannot be discussed in a straightforward way</li> </ul>

Source: Adapted from FAO, 2004

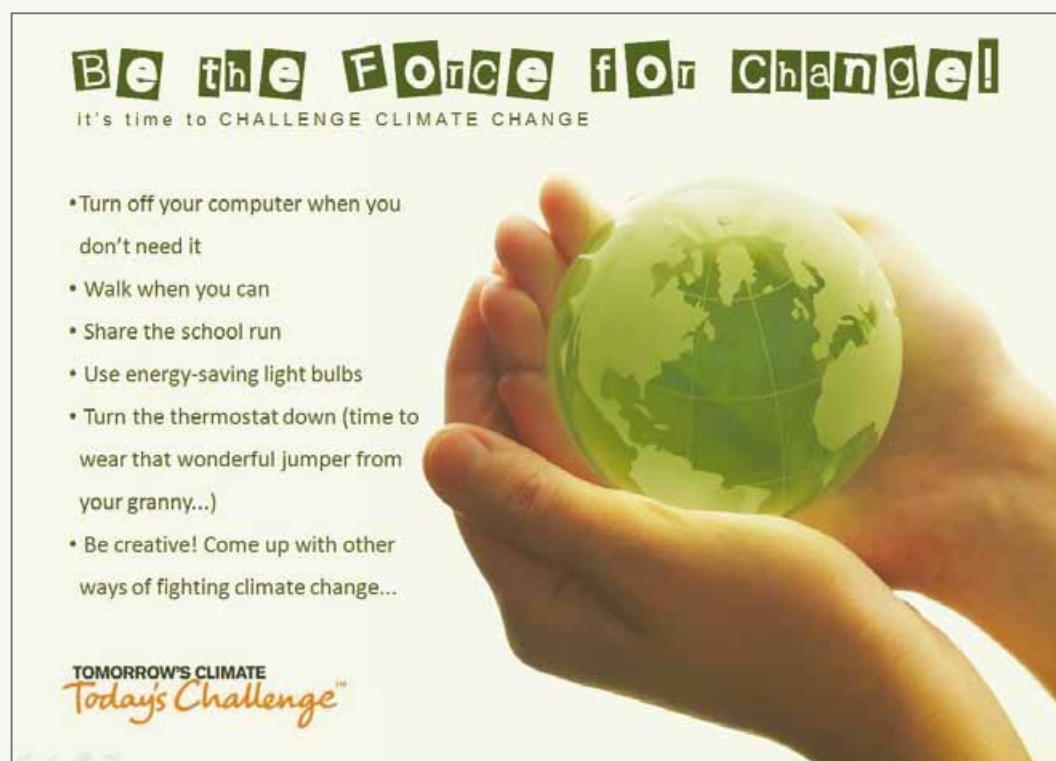
## Step 5. Define a positioning statement

The positioning statement should be a short sentence (less than 12 words) written in simple language and adaptable to various media. It should clearly and compellingly claim one benefit and satisfy four evaluation criteria: unique, believable, important and usable. The positioning statement differs from the key message in that it highlights only the most salient point, while the message contains all the important points about the idea (Brand Engineers, 2008).

 For example, the positioning statement of the NGP is “*Pangalagaan natin, tahanan ng ating lahi*” (*Take care of our land, our home*). This message shares the vision of a citizenry energized by a personal and social understanding of the land as home, that is nutritive and protective of its people and in turn should be sustained by them (National Greening Programme, 2011). It reminds stakeholders of the mutual linkage between their land and homes, underlining the benefits in the give-and-take care relationship. The message is short, understandable and easy to remember.

## ACTIVITY 5.2 ELEMENTS OF THE MESSAGE

Analyze this poster and identify the basic message elements listed below. Please explain your choices.



Key message	
Elaboration	
Appeal	
Format	
Positioning	

### Step 6. Decide on message treatment

Message treatment involves selecting the best **wording, pictures or sounds** to communicate the ComDev message, in order to generate the so called “hierarchy of effects”:

#### ATTENTION

Factors to consider to catch stakeholders’ attention include: culture, attitudes, needs, wants, mood, behaviour, beliefs, assumptions and motivations (FAO, 2004). All the required information can be found in the PRCA report (see **Module 2**). Dynamic visuals, bright colours, large texts, music, animation, sound effects and thought-provoking content will help.



## INTEREST

A step further, the ComDev message must draw out the attention of stakeholders until it generates their interest in the more specific and detailed information conveyed. Effective ways to do so include personalizing the message (using the pronoun “you”) or considering a story, a dramatic situation, sound effects, or a catchy dialogue.

## DESIRE

The key message should offer benefits or advantages, to create desire and encourage the stakeholders to envision themselves enjoying the benefits of the recommended action.

## ACTION

The call to action is a measure of change in stakeholder behaviour. It may be explicit, like “*Plant ten trees a year*”, or implicit “*Have you ever tried sunflower as an organic fertilizer?*”

Figure 5.4 **Creative elements and the hierarchy of effects**

Hierarchy of effects	Creative elements in a message
<b>ATTENTION</b>	headlines, visuals
<b>INTEREST</b>	subheads, lead paragraph
<b>DESIRE</b>	body copy, boxes, supporting visuals
<b>ACTION</b>	closing paragraph, logo, slogan, address, toll free number

### 1.4 TEN TIPS FOR EFFECTIVE MESSAGE DESIGN



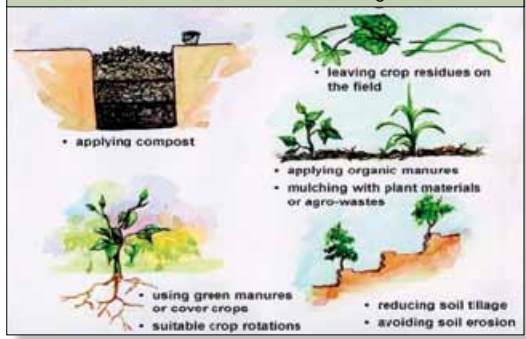
To sum up, here are some tips in creating noticeable and easily remembered messages:

1. **Customize the message.** Make it related to real life, tailor it to suit different geographic areas and be sensitive to cultural context, social values and political priorities.
2. **Be benefit-oriented.** Build on points of interest and advantages.
3. **Offer the unexpected.** Use a catchy, short and attractive title.
4. **Keep it simple and straightforward (KISS).** Use concrete, specific terms that are familiar to the audience. Avoid getting too cute or edgy and keep messages clear, crisp and easy to understand.
5. **Put the most important message first.** Start with the key issue, need, or goal.
6. **Cater to the heart and head.** Show data to support the issue but try to make an emotional connection before conveying facts.
7. **Call for action.** Use powerful, action-based words (e.g. *value-driven, people-centred, climate-smart*) and use the active voice to move the audience (*Clean up the world* sounds better than *The world should be cleaned up*).

8. **Be consistent.** Repetition of key points is essential for message recall and for better understanding.
9. **Leave the audience with an incomplete message, something to ponder about.**
10. **Have fun and be creative.** Dry, boring, statistics-laden messages do not catch people's attention and tend to not translate well.

### ACTIVITY 5.3 DESIGNING COMDEV MESSAGES

For each of the key messages, identify the appeal and format being used. Then develop an appropriate positioning statement. Please justify your choices.

	APPEAL	
	FORMAT	
	POSITIONING	
<p><b>Composting Toilets for Organic Farming.</b></p>  <p><b>Salient Features.</b> Minimum use of water, Urine is collected Separately and used as fertilizer. Excreta and kitchen/garden waste is converted in to worm compost. Improved Health, More Income and Environmental Protection.</p> <p>Contact: Architect Prof.S.G.Bhate, D-9, Durvankur Society I, Panchavati, Pashan, Pune 411008. M-9890440545, e-mail: bhate45@gmail.com</p>	APPEAL	
	FORMAT	
	POSITIONING	
<p><b>How to increase the content of soil organic matter?</b></p>  <ul style="list-style-type: none"> <li>• applying compost</li> <li>• leaving crop residues on the field</li> <li>• using green manures or cover crops</li> <li>• applying organic manures</li> <li>• mulching with plant materials or agro-wastes</li> <li>• suitable crop rotations</li> <li>• reducing soil tillage</li> <li>• avoiding soil erosion</li> </ul>	APPEAL	
	FORMAT	
	POSITIONING	





## SECTION 2

# PARTICIPATORY DEVELOPMENT OF COMMUNICATION MATERIALS

Communication materials and their messages can:

- increase knowledge and change attitudes;
- encourage new behaviours among stakeholders;
- make learning of abstract concepts more concrete;
- reduce misunderstandings and increase retention.

Developing ComDev materials, messages and stories as part of participatory communication processes is a challenging task that unites science and art. Science comes in when the PRCA is undertaken and the results are used to guide the strategy design. Creativity and imagination must be applied in planning and developing ComDev outputs that evoke emotion and motivate stakeholders to take action on specific problems in the community (Piotrow *et al.*, 1997).



### PARTICIPATION CLUES

As ComDev materials are likely to compete for attention with other existing inputs in the area, technical expertise should be combined with stakeholder participation, feedback and resources in order to develop high-quality and effective products that are noticed, remembered, understood and acted upon.

## 2.1 STAKEHOLDER PARTICIPATION IN MATERIALS DEVELOPMENT

Stakeholders can be involved in planning, decision making, pre-testing, production and use of the ComDev materials. They can work together with project staff to shape concrete communication products or activities such as radio broadcasts, leaflets, training manuals, posters, drama, videos, maps, internet blogs or web communities, just to name a few.

Figure 5.5 **Stakeholder participation in ComDev materials development**

STAKEHOLDER PARTICIPATION [PRCA Report • ComDev Strategy • ComDev Plan • Message Specifications]		
Steps in ComDev Materials development	Participatory methods and tools	
1. Materials design	• Brainstorming sessions	• Pre-testing activities
2. Production plan	• Creative strategy discussion groups	• Focus group discussion
3. Pre-testing	• Concept development meetings	• Key informant interview
4. Materials production	• Writing workshops	• Group interview
5. Use in the field	• Storyboarding sessions	• Matrix ranking
	• Prototype production sessions	• Stakeholder scriptwriting exercises
	• Review and critiquing trials	• Stakeholder sketching using pen-and-pencil drawing
	• Validation meetings	• Feedback form

Three models can serve as guides in developing participatory or audience-centred materials:

**1. LEARNER-GENERATED MATERIALS DEVELOPMENT** A stakeholder group (e.g. upland women farmers) writes the content of the needed communication material (e.g. the lyrics of a folk song about cassava as income source) and produces it with the aid of experts (e.g. audio CD of women singing is recorded for distribution among other farmers to encourage cassava planting).

**2. FOCUS-GROUP MATERIALS DEVELOPMENT** A group of stakeholders (e.g. elders and members of a tribal council) are gathered to talk about content that will be most appealing and work best with them (e.g. their indigenous forest conservation system) in a discussion facilitated by experts. With the information generated from the discussion, experts will develop and produce the communication material (e.g. a picture book based on their stories produced by a graphic artist).

**3. WORKING-GROUP MATERIALS DEVELOPMENT** Key informants from the target community (e.g. rice farmer leaders) are brought together to develop the message, content, tone and design of the communication material (e.g. based on their experience, they write down the steps for cultivation and management of yellow rice with beta carotene, then draw rough illustrations of the process and combine



pictures with text in an instructional leaflet). They lead the development process, supported by the experts (who just review the leaflet and support its production and distribution).

### BOX 5.1 PARTICIPATORY POSTER PRODUCTION: MOUNTAIN PROVINCE, PHILIPPINES

Twenty farmers, housewives and high school students in Banaue, Ifugao developed and wrote the text for posters on the indigenous forest management system (*muyong*), that protects terraced rice farms from erosion and runoff. They drew rough illustrations for the posters. The execution of the prototype poster was done by a professional artist with the text translated from the local dialect to English (see Figures 1 and 2).

The participatory design process was perceived as a highly engaging learning activity. The participants felt a sense of pride in seeing their ideas transformed into communication materials. A synergy among experts, semi-technical individuals and community members was achieved through participatory design, pre-testing and evaluation.



**Figure 1** Poster on indigenous forest system or *muyong*



**Figure 2** Poster on sunflower or *lampaw* as organic fertilizer

(Tirol *et al.*, 2012)

## 2.2 STEPS IN THE DEVELOPMENT OF COMDEV MATERIALS

By this time, the ComDev messages and/or discussion themes will be ready. They will have been designed by referencing the insights obtained with PRCA as well as relevant elements of the ComDev strategy (see message specifications in Section 1 of this module). The next move is to carefully plan and produce materials that will effectively reach the stakeholders and contribute to achieving the communication objectives. This process can be participatory to various extents, in that the stakeholders can be involved in discussions about the material concept or the production plan, or directly contribute to its execution.

Figure 5.6 represents the five main steps in the development of ComDev materials. These steps apply to all kinds of communication media and channels (e.g. print, visual, broadcast, video, ICTs and social media).

Figure 5.6 Steps in the development of ComDev materials



## Step 1. Materials design

Materials design involves brainstorming with creative or technical people, as well as with key stakeholders, to generate ideas and make strategic decisions about each specific communication material. It is done by building upon the key messages and taking into consideration the following elements:

### a. Key message and benefits

*What is the key message? What benefit will encourage the stakeholders to take action? How can the benefits be proven? What would generate credibility? (See message specifications in Worksheet 5.1)*

### b. Stakeholders

*Who is being targeted specifically by the ComDev material (the demographics, socio-cultural and economic characteristics of each stakeholder group)? Why do they need the information? What is their knowledge level? Who are the gatekeepers?*

### c. Goal

*What is the goal of the communication material? Is it consistent with the identified key message and the objectives of the ComDev strategy? Does it apply the SMART principles?*

### d. Format

*What would make the material attractive to stakeholders? What communication channels and formats will grab their attention? What is the most suitable and effective medium for communicating the key message?*

Detailed information about scriptwriting, storyboarding and visualization is provided in Annexes 3 to 6 that deal with the production of print, visual, radio and video materials.



## Step 2. Production plan

*How will the material be shared and used in the field? How will it be pre-tested and evaluated? Is there a need for support or reinforcement of the material?* The production plan answers all these questions while it also addresses matters pertaining to the budget and time schedule.

Worksheet 5.2 lists all the elements needed to develop a production plan.

The budget is an essential component of the production plan. Detailed information about budgeting for various types of ComDev materials can be found in paragraph 2.5 of this module.

## Step 3. Pre-testing

Using the production plan as guide, a prototype is produced for the purpose of pre-testing the material to obtain comments and suggestions for its improvement prior to mass production and distribution.

Field testing the prototype should not be overlooked because the results will be used to refine and make the ComDev material more attractive and comprehensible for the users. The prototype material should be pre-tested among a sample of 10 to 25 intended stakeholders in the community.

Paragraph 2.3 of this module focuses on pre-testing.

## Step 4. Materials production

After modifying the prototype material, the cost estimated in the production plan is reviewed to calculate the final budget. In most cases, the actual production of ComDev materials can be done at minimal cost in the field depending on the skills, equipment and availability of local talents.

The production company has to be provided with complete specifications, including a final sample of the material. For instance, specifications for printed materials include type of font and size, type of paper, size of material, clear photographs, type of finish (glossy or matte, etc.). For audio materials, the specifications are indicated in the radio script so that the producer is properly guided. The same applies in the case of video and TV materials.

Paragraph 2.4 of this module describes different production requirements for print, radio and video materials. Annexes 3, 4, 5 and 6 provide additional elements, examples and practical tips.





## WORKSHEET 5.2 PRODUCTION CHECKLIST

Issues	
Message(s)	
Primary stakeholders	
Material's goal	
Format	
Quantity	
Budget	
Production Timing	
Prototype pre-testing	
Use in the field	
Training	





## Step 5. Use in the field

ComDev materials should reach the stakeholders at the appropriate time. They can be distributed manually, electronically, via satellite, etc. or showcased in group meetings (e.g. radio listeners' clubs, public screenings) to facilitate debate at the community level.

It is important at this stage to also plan for the training of field staff on how to effectively use the ComDev materials to stir up discussion, encourage reflection, and enhance the exchange of ideas among the intended stakeholders (see Section 3 of this module).

### 2.3 PRE-TESTING

#### Why pre-testing is important

Pre-testing is the systematic collection of feedback on a prototype or preliminary version of the communication material, from respondents representing its intended audience. This step enables designers to correct errors in their project before a considerable sum of money is invested in reproducing it, thus avoiding total failure (Cadiz, 2003).

Pre-testing serves to (Bertrand, 1978):

- identify strengths or pinpoint weaknesses of messages and materials;
- find out which version is most effective;
- ensure that messages and materials suit the intended audience;
- make revisions or improvements before final production and distribution.

#### What to measure in pre-testing

Table 5.4 presents five basic components that should be assessed during pre-testing. Other dimensions like source credibility, relevance and message accuracy should also be considered.

Table 5.4 **What to measure in pre-testing**

What to measure	Description
1. Comprehension	<p><i>Can the material and its message be easily understood? Is the language appropriate? Is the message relevant to the audience's needs? Are there too many messages?</i></p> <p>The pre-test should measure the clarity of the content and how it is presented. A difficult or unknown word may prevent the audience from understanding the message. Even if the message is clear and the language is appropriate, the typeface might be too small, making it difficult to read.</p>
2. Attractiveness	<p><i>Do the message and material catch attention? Are they appealing?</i></p> <p>If a material is not attractive, many who see or hear it will not pay much attention to it. Attractiveness in materials is enhanced through the use of colour, illustrations, photographs, music, sound effects, format, moving images, and animation.</p>
3. Acceptability	<p><i>Does the audience like the material? Will they tell their friends about it? Does it offend anyone? Could the material be changed to reduce offense without jeopardizing the message? Is the source appropriate and believable?</i></p> <p>The message and the way it is communicated must be acceptable to the audience. If the material contains something that is offensive, is not believable, or triggers disagreement among the audience, it will most likely be rejected.</p>
4. Self-involvement	<p><i>Is the material intended for someone like you? Do you see yourself in the material?</i></p> <p>The intended audience should be able to identify with the material and recognize that the message is meant for them. To ensure that the audience will perceive the material as actually involving them, use symbols and graphics they understand. Illustrations and characters should reflect the population and characteristics of the environment.</p>
5. Call to action	<p><i>Do the message and material motivate you to do something?</i></p> <p>The material should indicate clearly the audience's role. The message should ask, motivate, or induce the audience to carry out a particular action/s (do-able message). If the material does not ask for action, this aspect is not pre-tested.</p>

Source: Adapted from Bertrand, 1978

## How to pre-test ComDev materials

There is no standard formula for pre-testing. It must be individually tailored to the type of communication material being tested, the intended audience, the funds available and the deadlines for completion. Below are the recommended steps to follow:

1. Determine the objectives and expected effects of the material.
2. Develop the prototype material; ensure it is consistent with its objectives.
3. Select an appropriate method for collecting data (see Table 5.5).
4. Prepare the tool for gathering the data.
5. Select pre-testing participants from the intended audience.
6. Conduct the pre-testing and collect the data.
7. Organize the data (categorize answers to open-ended questions, tabulate responses).
8. Analyze and interpret the data.
9. Recommend changes in prototype material based on pre-testing results.



Table 5.5 **Guide for selecting appropriate pre-testing methods**

	Readability testing	Focus groups	Individual in-depth interviews	Central location intercept interviews	Theatre testing	Gatekeeper review
<b>Purpose</b>	Determine reading grade level of text	Obtain insights into perceptions, beliefs, values, and learning patterns	In-depth probing of perceptions, beliefs, values, and learning patterns	Obtain reactions to concepts and messages from many respondents in short time period	Obtain reactions to concepts and messages from many respondents at one time	Obtain reactions from distributors of materials for acceptability and utility
<b>Materials/strategies to be pre-tested</b>	Leaflet, booklet, articles, or written text	Visual, audiovisual, print materials and action-oriented materials, message channels, concepts, and themes	Message concepts, visual or audiovisual materials, strategies, including sensitive issues	Message, concepts, print, broadcast, or visual materials	Audio, audiovisual, or action-oriented materials or strategies	Print, visual, audiovisual materials or strategies
<b>Ideal number of respondents</b>	Not applicable	8–12 per group Minimum 4 groups	10–25	50–200	50–200	10–25
<b>Time required</b>	15 minutes	4–8 weeks to create outline, arrange, recruit, conduct, analyze, and report	4–8 weeks to design survey, arrange, recruit, conduct, analyze, and report	4–8 weeks to design survey, conduct survey, tabulate, and report	4–8 weeks to design survey, conduct survey, tabulate, and report	4–6 weeks to design survey, receive self-administered survey, tabulate, and report
<b>Resources needed</b>	Readability formula  Trained staff	Discussion outline  Trained moderator  Respondents  Meeting room, recorder  Incentives	Survey/questionnaire  Trained interviewer  Facility, tape recorder  Respondents  Incentives	Structured questionnaire  Trained interviewers  Access to central location frequented by audience  Interviewing stations	Structured survey  Trained facilitator  Respondents  Theatre facility	List of potential respondents  Short, structured survey
<b>Advantage</b>	Inexpensive  Quick	Greater depth of info  Info from several respondents at once  Directed discussions provide useful info	Probe in-depth questions  Discuss sensitive issues  Good for low-income respondents  Can test understanding	Quick method for large numbers  Flexible technique  Quick analysis using close-ended questions	Quick method for large numbers  Flexible technique  More generalizable method  Quick analysis using close-ended questions	Inexpensive  Provides direction from critical group
<b>Disadvantage</b>	Not measuring reader's understanding  Most formulas are not validated for non-English reading populations	Difficult to generalize  May provide only socially desirable answers	Time-consuming to arrange, conduct, analyze  Difficult to generalize	Not good for sensitive issues  Must be short interviews	Not good for sensitive issues  May respond with socially desirable answers	May get low response rate  Not generalizable

Source: Velasco et al., 1999

In particular, for data processing the steps listed below could be followed (Mercado, 2000):

1. List down all the possible answers to open-ended questions.
2. Establish categories with equal range for quantitative answers (age, income, pre-testing score, etc.).
3. Establish one category for all closely related qualitative answers.
4. For each category tally the number of respondents.
5. Follow the same procedure for all questions in the instrument.
6. For questions that ask for only one answer (e.g. type of farm), count the number of participants opposite each category and get the total.
7. For questions that ask for multiple answers, only get the total for each category.
8. Compute the percentage equivalent of the frequency of participants opposite each category.
9. Arrange the categories from highest to lowest percentage except when the categories are arranged by steps.
10. Interpret the data by starting or ending with a generalization, but supported by a tabulated data.
11. Give emphasis to extreme data, such as the highest and the lowest percentages, and use these as basis for the generalization.

## 2.4 PRODUCTION REQUIREMENTS

### Print materials production

Print materials primarily consist of mass media, such as newspaper, magazine or comic books. These may also refer to printed visual materials that reach the general public, like pamphlets, brochures, leaflets, booklets, posters, billboards, stickers and banners. There are also printed visual materials used as group media, such as flipcharts and picture story books (FAO, 2004). Generally, printed mass media are used to raise awareness about an innovation, product, or issue. Meanwhile, printed visual materials used in face-to-face small group communication are intended to share, discuss and investigate critical issues or problems.

The production of print materials for a ComDev strategy must consider how the materials will relate with and fit into communication objectives, stakeholder groups and characteristics, KSAP, and communication resources. Table 5.6 summarizes the key factors to consider in print materials production. For a detailed description of print and visual materials production, see Annexes 3 and 4.



Table 5.6 **Key elements to consider in print materials production**

Factors in print materials production	Points to consider
Culture	<ul style="list-style-type: none"><li>• Refer to PRCA baseline report on stakeholders' cultural characteristics.</li><li>• Select visual images and text/messages that are culturally appropriate and relevant to particular stakeholder groups.</li><li>• Avoid taboos.</li><li>• Create visuals or texts that stakeholders are able to relate and identify with.</li></ul>
Educational level	<ul style="list-style-type: none"><li>• Consider the verbal and visual literacy levels of stakeholder groups.</li><li>• Choose visuals and texts that stakeholder groups are able to interpret, read and understand properly.</li><li>• Test the readability or reading level of texts in print materials before production.</li></ul>
Content	<ul style="list-style-type: none"><li>• Develop content so that it conforms to the socio-cultural context of stakeholders – their age, gender, beliefs, values, colour preferences, among others.</li><li>• If possible, choose a visual artist from the community to produce the illustration.</li></ul>
Language	<ul style="list-style-type: none"><li>• Use the dialect or language of the community or stakeholder group to ensure comprehension; otherwise, the print material will be inaccessible.</li></ul>
Application/ Technical use	<ul style="list-style-type: none"><li>• Design the print material depending on its function (e.g. training, education, information, sharing, debate, awareness, advocacy, etc.).</li><li>• Consider how indigenous technical knowledge can be communicated through print materials.</li></ul>

## Radio broadcast materials production

Radio broadcast materials mainly rely on sound to convey a message. The audio material must be creatively produced so that it produces vivid, mental images in the minds of the listeners.

Similar to print materials production, there are certain requirements or key factors to consider regarding the effectiveness of radio spots, dramas, jingles, straight news announcements, radio documentaries, and other radio programme formats. In particular these factors relate to technical aspects, content and the presenters, as illustrated in Table 5.7. Practical information and tips for radio production can be found in Annex 5.

Table 5.7 **Key elements to consider in radio broadcast production**

Factors in radio broadcast production	Points to consider
<b>Technical</b>	
a. Sound quality	<ul style="list-style-type: none"> <li>• Check for clarity of audio recording.</li> <li>• Balance music level.</li> <li>• Avoid hissing or unnecessary sounds.</li> <li>• Avoid dead air (long gaps of silence).</li> </ul>
b. Sound effects	<ul style="list-style-type: none"> <li>• Make use of canned or recorded effects, such as sound of rain, glass breaking, wind blowing, etc. in order to add realism.</li> <li>• Use sound effects to establish the scene or setting of the story or event.</li> <li>• Choose sound effects that will attract listeners' attention.</li> <li>• Avoid too much use of sound effects.</li> </ul>
<b>Content</b>	
a. Type of content	<ul style="list-style-type: none"> <li>• Develop a radio programme theme, slogan, or logo to establish identity and to promote and reinforce ideas or messages.</li> <li>• Choose a theme, slogan, or logo that is catchy and easy to remember (e.g. My Voice, My Radio).</li> <li>• Consider playing a musical slogan or radio jingle: 30-second or one minute song with lyrics and composition that are offbeat, meaningful and memorable.</li> <li>• Incorporate ComDev messages into a radio jingle that will easily catch listeners' attention.</li> <li>• Add humour to the audio material to relieve monotony or boredom – but do not overdo it.</li> </ul>
b. Quality of content	<ul style="list-style-type: none"> <li>• Remember and apply KISS principle: keep it simple and straightforward.</li> <li>• Radio is live – once a conversation has finished, you cannot tell the speaker to repeat a message for you!</li> <li>• Check for accuracy of information; broadcasting the wrong information can create negative impact and lower the credibility of the material.</li> </ul>
c. Organization of content	<ul style="list-style-type: none"> <li>• Deliver the opening and closing remarks with a punch so listeners will be encouraged to listen and continue listening to the material.</li> <li>• Repeat messages in different ways so that listeners will remember and recall them easily.</li> <li>• Avoid very fast or slow paced presentations; this can reduce clarity and comprehensibility of message.</li> <li>• Provide interactivity in a radio programme, such as phoning in, texting, games or radio quiz shows, feedback letters, and other interactive mechanisms to add interest and cater to more listeners.</li> </ul>
<b>Presenters</b>	
a. Clarity of speech	<ul style="list-style-type: none"> <li>• Choose presenters, broadcasters, or hosts who can articulate messages in a clear, understandable manner.</li> <li>• Select presenters who can modulate their voices.</li> <li>• Avoid high-pitched or nasal type of voices.</li> <li>• Vary voice or pitch to emphasize crucial points or to guide programme pacing.</li> </ul>
b. Credibility	<ul style="list-style-type: none"> <li>• Choose presenters with high credibility so the message will be accepted.</li> <li>• Consider background of presenter – education, familiarity to audience, being a community insider.</li> <li>• Consider gender, which adds credibility to message: testimonial of male farmer engaged in organic farming is much more credible; women are more credible when promoting nutrition and food security.</li> </ul>
c. Role model	<ul style="list-style-type: none"> <li>• Choose presenters who are highly respected, familiar and associated with the community of listeners.</li> <li>• Search for champions or testimonials to promote relevant technologies or innovations in the community.</li> </ul>





## Video materials production

Due to their moving images, voice narration and sound effects, video materials are generally preferred by stakeholders. They are attractive, persuasive and credible; and as they are within reach of stakeholders, can also provide immediate feedback. Despite its relatively high production cost, video is very popular in development projects and can contribute to a successful ComDev strategy.

The three basic requirements to produce effective video are discussed in Table 5.8 (Cadiz *et al.*, 2006).

Table 5.8 **Key elements to consider in video materials production**

Factors in video materials production	Points to consider relevant to production
Video footage	<ul style="list-style-type: none"><li>• Always use the camera tripod when shooting in order to have steady footage.</li><li>• If camera tripod is not available, hold the video camera with both hands to get steady footages.</li><li>• Set the video camera lens to wide angle to capture more images instead of telephoto angle which limits the span of coverage.</li><li>• Place the camera on top of a sturdy table or surface when shooting a long interview or demonstration if tripod is not available.</li><li>• Take footages of an interview at eye level, neither a high nor low angle is recommended.</li><li>• Provide space above the head or below the chin when taking close-up footage of an interview.</li><li>• Remove distracting objects or lines in the background when taking a video footage.</li><li>• Avoid too many camera movements.</li></ul>
Sound	<ul style="list-style-type: none"><li>• When videotaping an interview or a person talking, bring an external unidirectional microphone; this type of microphone will only pick up the sound coming from the speaker's voice and eliminate other sounds in the background.</li><li>• Choose a setting or environment that is not noisy when shooting an interview or people talking.</li><li>• Always wear earphones when taking a video footage so you can regularly check the quality of the sound recording.</li></ul>
Lighting	<ul style="list-style-type: none"><li>• Avoid facing the video camera directly towards the source of light when shooting because it will result in underexposure; besides, the sun's strong rays may damage the lens.</li><li>• Always check the LCD camera monitor to make sure the lighting is neither too bright nor too dark.</li><li>• Avoid using the backlight function of the camcorder since it makes the footage too light.</li><li>• Avoid the night function in the camera recorder since it makes the footage greenish.</li></ul>

Annex 6 looks more in depth into the video production process.

## 2.5 BUDGETING

The design, pre-testing and production of ComDev materials can be a major cost for the programme so budgeting is important. To make an accurate estimate, all costs should be considered including (FAO, 2008):

- cost of work by production team (transport, accommodation, allowances, etc.);
- pilot testing or pre-testing of the material;
- modification or revision of material;
- production;
- training field staff to use the materials;
- distribution and use.

### Estimating the cost of print materials production

When starting to plan for the production of communication materials, one should have all the necessary expertise on board. Let's take as an example the production of a printed booklet. The production team should include a team leader, a scriptwriter, an illustrator and a technical adviser or subject matter specialist, to carry out the tasks listed below (FAO, 2008):

- planning the production steps and budget;
- establishing production specifications and costs (e.g. printing process, page size and number, quality of paper or cloth, cover material, type of binding, number of colours for printing, quantity, delivery time);
- writing the text or message for the materials;
- taking and collecting photographs (as visual references);
- drawing the illustrations or making animations;
- visualizing and presenting storyboards for appraisal;
- pre-testing draft illustrations, text and themes of prototype materials;
- modifying prototype materials after pre-testing and seeking final approval;
- preparing camera-ready artwork (including text type-setting);
- liaising with selected publications/printing and production companies and doing quality control of their work;
- drawing guidelines for training field staff to use the communication materials;
- developing the final material distribution plan.

In terms of quantity, the following factors should be considered to make an estimate of costs and inputs needed:

1. distribution points
2. number of users
3. number of language versions
4. minimum number of copies for cost-effective printing



Tables 5.9 and 5.10 provide an example of various budget lines to consider in the production process, categorized by communication activities, personnel, type of materials for printing, training and distribution (FAO, 2008).

Table 5.9 **Budgeting for the production team activities**

Production team activities	Estimated cost
Preparation	
Research field trip Per diem Fuel	
Art and photographic materials	
Office, artist studio, telephone	
Pre-testing field trips Per diem Fuel	
TOTAL	

Table 5.10 **Budgeting for printing, training and distribution of materials**

Printing of materials		
Printing	Quantity	Estimated cost
Flipcharts Flipchart users' guide Picture codes Posters Leaflets Literacy booklets		
ESTIMATED SUB-TOTAL		
Training and distribution		
Training and distribution	Quantity	Estimated cost
Training of Trainers workshop Local-level training of field staff Distribution, transport to local areas Usage – activities		
ESTIMATED SUB-TOTAL		
TOTAL		

## Estimating the cost of radio materials production

Radio broadcast materials production is simple and can be done in relatively short time, sometimes two to three weeks, depending on the programme format (e.g. plug, jingle, news, drama, documentary, magazine, etc.). The process involves lower costs to mainly cover scriptwriter, talents, music and special effects.

The length of the audio material is also relatively short with scripts ranging from 1 to 35 pages. In fact, the word count for a radio plug is 60 to 65 words in English for a 30-second announcement. On the other hand, a 60-second or one-minute plug has 120 to 125 English words. With the addition of music and sound effects, the amount of copy or words will be further reduced.

Below is a sample budget estimate for a commercial radio jingle production. The above-the-line costs of radio jingle production include demos, arrangements, singers, musicians, studio and several additional fees. The below-the-line costs include licensing fees and updates, re-arrangement, or remix costs. The production may be done directly at the station and even use station personnel as talent.

With participatory radio, the cost is lower: community talents can volunteer their skills and the production team is small because radio volunteers are expected to do multitasking. A radio jingle can be produced with only two talents and a keyboard player for just a hundred dollars. This rough estimate can escalate if a full, rich soundtrack and celebrity-star quality voice are to be used.

Table 5.11 **Sample radio jingle production budget**

Item	Unit	Rate	Estimate (US\$)
Demo tracks	3	2 500	7 500
Arrangements	1	850	850
Musicians	5	225	1 125
Leader	1	300	300
Singers	3	400	1 200
Sweetening	2	200	400
Studio hours	12	250	3 000
<b>SUB-TOTAL</b>			<b>14 375</b>
12-month license	1	2 000	2 000
13-week usage	3	625	1 875
<b>SUB-TOTAL</b>			<b>3 875</b>
<b>Year 1 Estimate</b>			<b>18 250</b>



## Estimating the cost of video materials production

Video materials and television programmes top the list of costly media because their production involves expensive equipment, larger number of professional and production staff, location shootings and more production steps. Whittaker (2012) suggests two types of budgeting for TV programme production, also applicable to video production:

- **Above-the-line expenses**  
Performing and producing elements such as talent, script, music and others.
- **Below-the-line expenses**
  1. Physical elements – sets, props, make-up, wardrobe, graphics, transportation, production equipment, studio facilities and editing.
  2. Technical personnel – stage manager, engineering personnel, video recording operators, audio operators and general labour.

Studio, facilities and equipment for production can be purchased or rented. In the case of ComDev video materials production, the list of expenses per item can be narrowed down to the bare minimum and to the amount of available funds.

Table 5.12 **Above-the-line budget for video production**

Performing and producing elements	Number	Estimated cost
Producer		
Associate producer		
Announcer or presenter		
Scriptwriter		
Music (lyrics and arrangement)		
Talents		
<b>SUB-TOTAL</b>		

Table 5.13 **Below-the-line budget for video production**

Expense item	Specifications and quantity	Estimated cost
Physical Elements		
Studio set		
Props		
Make-up		
Wardrobe		
Graphics		
Transportation		
Production equipment (rental)		
Studio facilities (rental)		
Editing		
<b>SUB-TOTAL</b>		
Technical Personnel		
Stage manager		
Engineering personnel		
Video recording operators		
Audio recording operators		
General labour		
<b>SUB-TOTAL</b>		
<b>GRAND TOTAL</b>		

Whittaker (2012) provides another way to budget for TV or video production materials, using 15 general categories as shown in Table 5.14.





Table 5.14 **Budgeting by 15-category elements for TV or video production**

Expense item	Specifications and quantity	Estimated cost
Pre-production costs		
Location scouting and related travel expenses		
Studio rental		
Sets and set construction		
On-location expenses		
Equipment rental		
Video recording and duplication		
Production crew costs		
Producer, director, writer, creative fees		
On-camera talent costs		
Insurance, shooting permits, contingencies		
Online and offline editing		
Advertising, publicity, and promotion		
Research and follow up		
Materials, supplies, and miscellaneous expenses		
<b>GRAND TOTAL</b>		

Smaller productions, though, will not involve all of the 15 categories. ComDev videos are generally budgeted at a lower price range considering the simplicity and straightforward style of presentation in the context of learning and development. To save costs, certain expense items listed above can be omitted, especially when using the participatory approach.



## 2.6 TEN TIPS FOR CONCEPTUALIZING AND PRODUCING COMDEV MATERIALS

The following guidelines will be helpful in preparing communication for development materials:

1. **Start with a rough outline of the goal and major points to be communicated.** First determine the goals, the audience's expectations and what the physical setting requires.
2. **Keep the material simple and brief.** If possible, a given space must contain only one message.
3. **Assess the cost constraints.** A flipchart can be used with small groups even without electricity, unlike a PowerPoint presentation. A newsletter can reach more audiences than a poster.
4. **Account for production time.** ComDev materials need editing and revision.
5. **Use local photographs, testimonies and stories when discussing community problems, issues, and solutions.**
6. **Use charts and graphs to support the presentation of numerical information.**
7. **Make sure that graphics are not too crowded in detail. Do not over-use colour.**
8. **See that line, detail, letters and visuals are bold enough to be seen by the normal eye.**
9. **Seek feedback on the clarity of the materials.** Allow time to make needed adjustments.
10. **Geographically customize the materials.** If appropriate, design materials tailored for each geographic region of the country. Materials produced for national distribution may not be equally suitable in all parts of the country.



## BOX 5.2 GRASSROOTS COMICS: A LOW-TECH COMMUNICATION TOOL



Grassroots comics are an inexpensive ComDev tool that amplifies community voices by presenting local views and stories. What makes grassroots comics different from a professional creation is community's ownership on the content, as well as local settings and drama. All of this presents many advantages to the communities: contents are easy to understand thus, useful in low literacy areas; comics are easy to make and reproduce, as the basic materials needed are just a pen, paper and access to a photocopying machine; they are relatively inexpensive to produce.

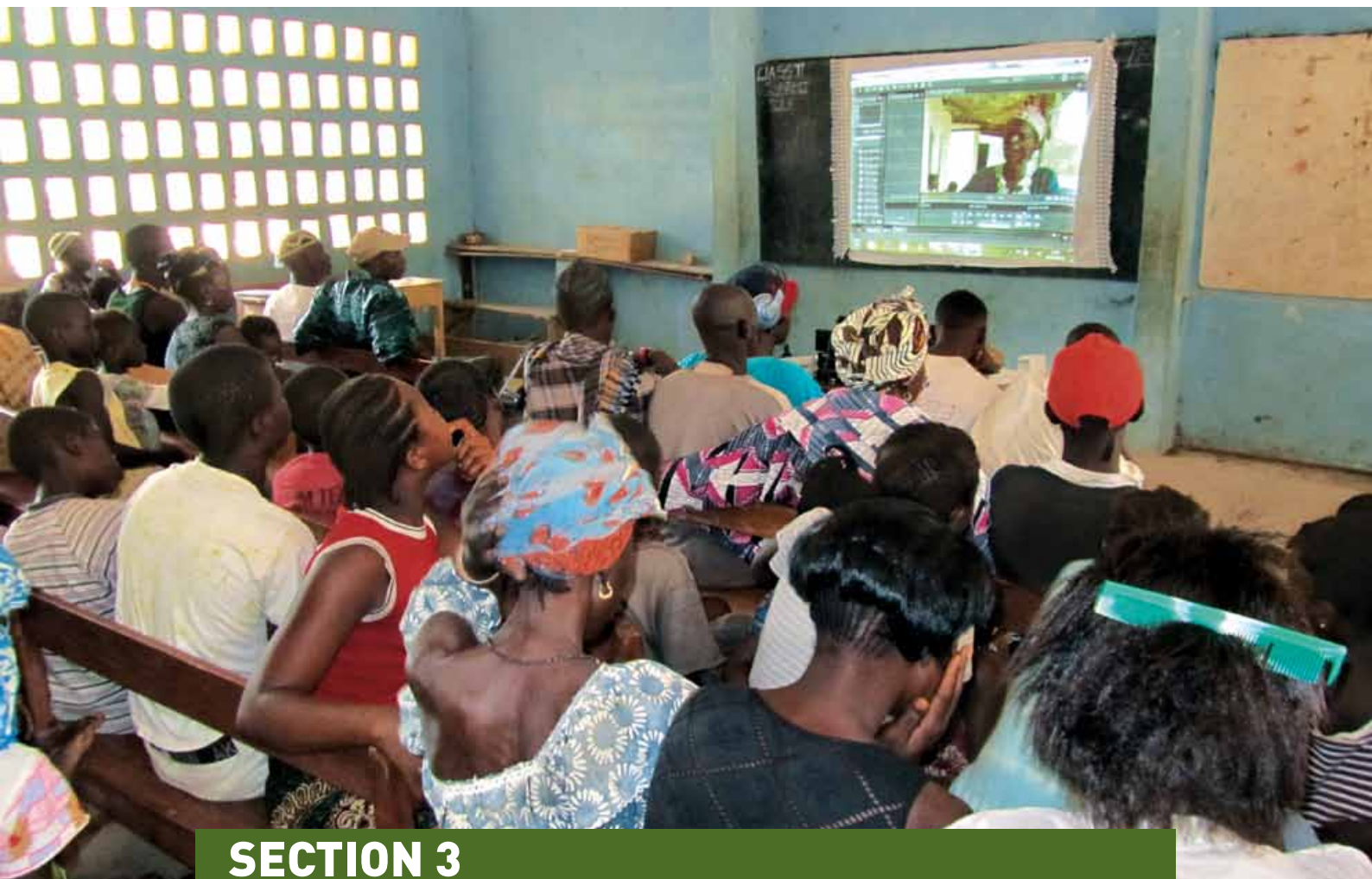
The finished comics are then posted on locations such as the village's meeting place, bus stops, shops, offices, schools, electricity poles, and even on trees to encourage local debate among people from different socio-economic groups.

The Grassroots Comics movement originated in India in the late 1990s when a group of cartoonists, development journalists, and activists sought to use comics for the betterment of society. The volunteer-based movement has then expanded to other countries, such as Tanzania, Mozambique, Brazil, Lebanon, UK, Finland, Pakistan, Nepal, Sri Lanka, and Mongolia.

(ComDev Asia, 2013)







## SECTION 3

# USING COMMUNICATION MATERIALS AS DISCUSSION TOOLS

5

The main function of ComDev activities and services is to encourage meaningful dialogue between and among the stakeholders, and communication materials should serve as a starting point for this. However, service providers in the rural development sector are often trained to advise and instruct, rather than allow community members to express and share their own ideas.

With proper training, field staff can shift roles from being talkers to active listeners, and from teachers to facilitators (see Annex 2 on facilitation skills).

### 3.1 TEN TIPS FOR ENCOURAGING DIALOGUE THROUGH COMDEV MATERIALS

To stimulate productive group discussions with rural stakeholders and community members, communication materials should be used as tools for storytelling and information sharing. Here follow some pointers (adapted from FAO, 2004):

1. Read and memorize ahead of time all the contents, stories, pictures, etc. as well as the key questions to be asked to the group.



2. **Adapt and tailor the message** to suit the stakeholder group and the local community. Change the names of people and places, add details about the characters' backgrounds to make them personal, link the stories to local examples by asking questions like: *does this happen here?*
3. **Make sure participants are comfortable.** Have the group sit near the speaker and limit the distractions in the area. Also ensure that it is a suitable time and place for the group. Then spend about 30 to 45 minutes showing and discussing the content of the communication material. Make sure that everyone can see the material (a flipchart, for example, can be hung on a tree, fence or house).
4. **Help the group “see” the message/concepts** in the ComDev material by always pointing out the critical details. Let the members of the group make their explanations of the subject be seen or heard.
5. **Do not lecture.** Use the pictures or the content of the communication material to prompt and encourage discussions. Get people to think, find and understand the possible solutions by themselves.
6. **Ask questions.** Do not let the more outspoken participants dominate the discussion; instead seek out views and experiences from all sectors of the group across age, gender and status.
7. **Use simple language** and the one most understood by the group members. Remember that some may be illiterate so pictures might need to be included in the presentation.
8. **Listen and observe.** Let the group argue but do not lose control of the direction of discussion. Allow the group to think of the consequences of each proposal.
9. **Collect feedback.** Invite participants to ask questions and make comments. List down the common issues raised.
10. **Be sensitive to feelings and reactions** of the group members. Be supportive and polite when talking. Make notes of people's reactions soon after the discussion.

### 3.2 EFFECTIVE PRESENTATIONS

ComDev field staff and facilitators will organize various workshops and events to present the communication materials to the local community or a wider public. Visual and verbal presentation methods are useful supports to share ideas and make sure that stakeholders clearly understand and appreciate the content of the communication materials.

#### Parts of a presentation

An effective presentation should follow a clear and logical structure, to guide the flow of ideas. Generally, the presentation can be divided into three general parts: introduction, body, and conclusion.

## 1. Introduction

*“I’m going to tell you about...”*

It is good to create interest in the idea or message right at the start. There are different ways to drum up interest. One is group action singing. Another is to run simple warm-up exercises. Playing a game can be stimulating. A video clip can quickly catch attention to the idea. And beyond these, the objectives and topic outline should be discussed. Overall, the introduction makes up 10 to 15 percent of the presentation.

## 2. Body

*“Now, I’m telling you what I said I was going to tell you...”*

Here, the idea is explained more thoroughly. How? Present the key points in small, organized chunks. Support each point with facts and examples. Make a smooth transition between points. Use visuals and other aids creatively in a participatory way. These will make the presentation light and enjoyable and easy to understand and recall. The body constitutes 70 to 80 percent of the total presentation.

## 3. Conclusion

*“I have just told you about...”*

Save the best for last. Trainers should give a summary of the key points to ensure that the idea is understood and remembered for decision making. To end the presentation: (a) review facts and ideas, (b) close with an appropriate story, quotation, or testimony, (c) end with a clear action or recommendation, and (d) be definite and strong in the conclusion. This part should be 10 to 15 percent of the total presentation.

## Tips for effective presentation

As part of a larger participatory session or activity, the presentation should be designed as a springboard for group discussion and interaction, and not as a one-way lecture. Below are selected lessons on how to make presentations more effective (Piotrow *et al.*, 1997):

### 1. “How does this help me?”

Most participants appreciate presentations that will be useful in their lives and jobs. Do not overwhelm them with data or try to dazzle them.

### 2. Know who make up the interaction group.

Knowing the profile or characteristics of the interaction group will allow for making a presentation that jibes with the group’s preferences and styles. Specific examples that suit the women, rice farmers, local leaders, or the youth can be easily prepared.





### 3. Present new insights.

Everybody looks forward to hearing about something new or an update on previous knowledge.

### 4. Identify a single important concept.

Present it clearly, keep focusing on it as the presentation unfolds, return to it often, and reiterate it during the wrap up.

### 5. Plan a wrap up.

The wrap up is the most important part of the presentation. Plan everything in the previous sections to lead up to or support the conclusion.

### 6. Less is more.

Allow at least one-third of the time for questions and discussions throughout the session discussion. People can be expected to follow the presenter's train of thought for 20 minutes maximum. They will need a break, a change in pace or style, or a participatory exercise after the 20 minutes are up.

### 7. Keep support communication materials simple and legible.

Avoid overly fancy designs or variations in the color, font and size of the presentation material.







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## FURTHER READINGS

**Print materials production** (Annex 3)

**Visual materials production** (Annex 4)

**Radio materials production** (Annex 5)

**Video materials production** (Annex 6)

**Participatory message and materials development**

(Cadiz et al., 2006)

<http://www.fao.org/docrep/009/a0406e/a0406e00.htm#Contents>

**A way with words: guidelines for writing oral health materials for audiences with limited literacy**

(Georgetown University, 2008)

<http://www.mchoralhealth.org/pdfs/awaywithwords.pdf>

**Community radio handbook**

(UNESCO, 2001)

[http://www.unesco.org/webworld/publications/community\\_radio\\_handbook.pdf](http://www.unesco.org/webworld/publications/community_radio_handbook.pdf)

**How to do community radio: a primer for community radio operators**

(UNESCO, 2002)

<http://unesdoc.unesco.org/images/0013/001342/134208e.pdf>

**Insights into participatory video: a handbook for the field**

(InsightShare, 2006)

<http://insightshare.org/resources/pv-handbook>

**Interactive radio for agricultural development projects. A toolkit for practitioners**

(USAID & FHI360)

<http://ictforag.org/radio/>

**Integrating low-cost video into agricultural development projects**

(USAID & FHI360)

<http://www.ictforag.org/video/>

5



## MULTIMEDIA RESOURCES

**TV episodes - Farm make-over TV show**

(Shamba Shape Up)

<http://www.shambashapeup.com/all-episodes>

**Video collection - Participatory videos produced by farmers for farmers in India**

(Digital Green)

<http://www.digitalgreen.org/discover/>

**PPT presentation - Scripting for instructional video and power point**

(CSDI)

<http://www.slideshare.net/cccomdev/scripting-for-instructional-video-andpowerpoint-18688144>

**Collection of useful links - Resources on participatory video**

(IDS)

[http://www.ids.ac.uk/files/Resources\\_on\\_PV.pdf](http://www.ids.ac.uk/files/Resources_on_PV.pdf)

**Website - Grassroots comic**

(World Comics Network)

<http://www.worldcomicsindia.com/grassrootcomics.html>



## MODULE 6

# ASSESSING RESULTS AND FOSTERING SUSTAINABILITY



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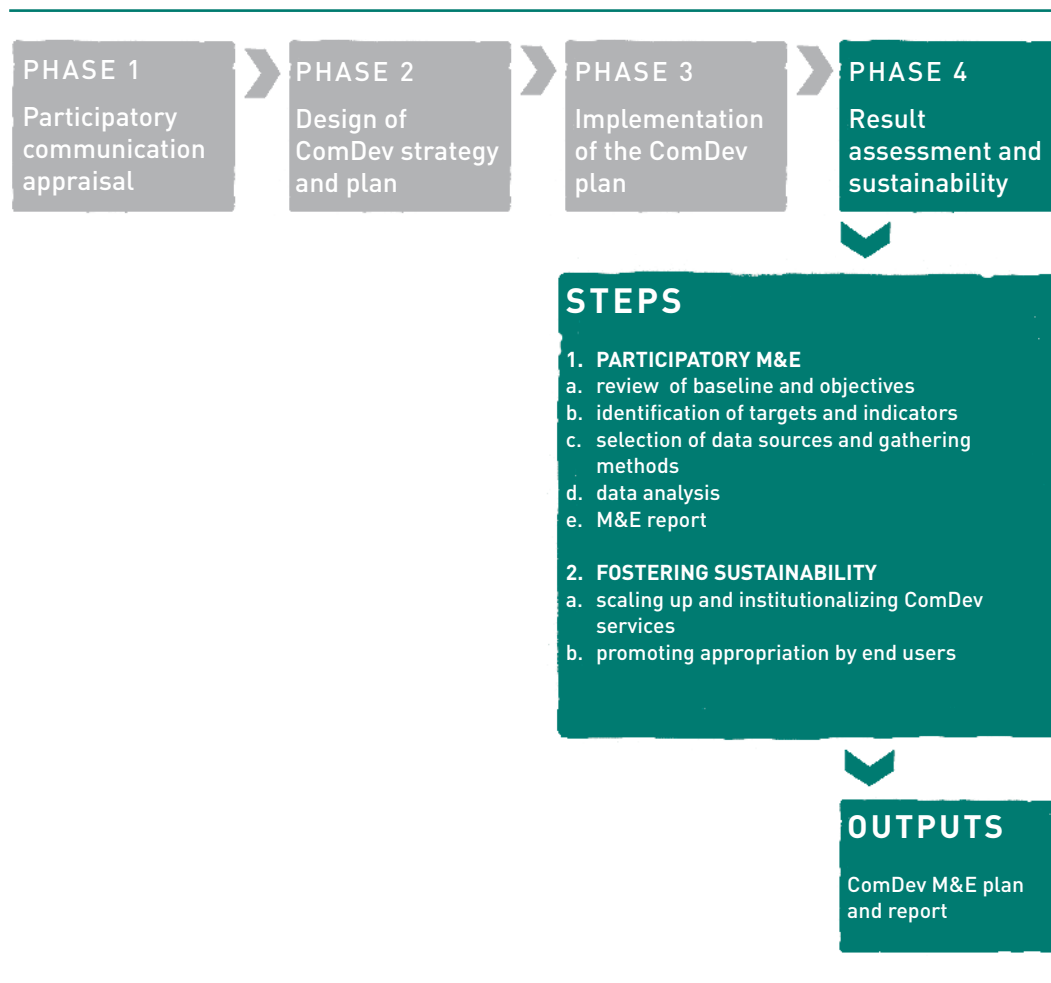
## RATIONALE AND KEY CONCEPTS

Monitoring and evaluation (M&E) of ComDev initiatives should be done in a participatory manner, consistent with ComDev philosophy and methodology. The broader the participation base, the greater the support for the ComDev process, which results in a better chance for long-term sustainability. Participatory M&E also serves as a mechanism for determining what works, what does not and why. Synthesis of answers to these questions then leads to the sifting of lessons learned that could help improve the communication process in the next phases of the project.

Being part of the planning and implementation stages, it is the stakeholders' legitimate right to be also part of the M&E stage. More so since they have a significant say on whether or not the objectives of the project have been achieved and whether the results have had an impact on their lives.

This module covers the final phase of the ComDev cycle: how to monitor and evaluate ComDev activities, while paving the way for their sustainability (phase 4).

Figure 6.1 **The ComDev planning process – focus on phase 4**



This module focuses on the following key concepts:

**Participatory monitoring and evaluation (M&E)** is a qualitative approach for periodically tracking progress and finally determining a project's effectiveness. It makes use of participatory techniques that involve concerned stakeholders in data gathering and analysis.

**Sustainability** is the possibility to ensure the continued existence of ComDev activities or services after the end of a project. Its different dimensions (e.g. social, financial, political, technical) can be achieved through the development of local capacity, institutional support and partnerships.

**Institutionalization** involves embedding a communication activity, function or service in a structured, well established system or organization, with the aim of mainstreaming it into the regular activities, programmes or service provision.

**Rural communication services** are sustained, two-way communication processes delivered regularly to the rural population. They are intended to enhance rural livelihoods by facilitating equitable access to knowledge and information, social inclusion in decision-making and stronger links between rural institutions and local communities.

## CONTENT ABSTRACT

**Section 1** defines participatory M&E and compares it with other conventional approaches.

**Section 2** presents the steps to follow in developing an M&E plan for a ComDev initiative.

**Section 3** clarifies the issue of sustainability and local appropriation of the ComDev process. The emphasis goes on obtaining institutional support and buy-in of communication as a public service, and creating a solid ground to encourage local partners to replicate and scale-up ComDev activities.

## LEARNING OBJECTIVES

At the end of this module the reader should be able to:

1. Develop a participatory M&E plan for a ComDev initiative.
2. Promote long-term sustainability of ComDev activities and services.



## SECTION 1

# PARTICIPATORY MONITORING AND EVALUATION

Monitoring and evaluation (M&E) go together like a horse and carriage: one cannot thrive without the other, and for good reason. To appreciate such a statement, one must understand how the two differ and complement each other.

**Monitoring** is the process of gathering or collecting data and information about the progress of a project – done periodically throughout the project. At this stage, it does not include an assessment of whether the project is successful or not. Once a value judgment on the data and information has been made to deem the project “good” or “successful”, the **evaluation** process has begun (Torres and Velasco, 2005). Data gathered within a specified period – for example “50 farmers attended the Farmer Field School (FFS), 60 percent of whom were women, and pesticides use was reduced from 80 percent to 30 percent” – is merely **monitoring**. To say that the FFS is “effective” or “not effective” based on these figures is **evaluation**.

Monitoring has little value without evaluation, as mere bits of data cannot yield convincing conclusions. Evaluation, on the other hand, cannot proceed without monitoring because it would lack the basis for its value judgement.

As ComDev emphasizes the value of participatory work, the M&E will also be performed in a participatory manner. Table 6.1 summarizes the differences between conventional and participatory M&E in terms of four main criteria.

Table 6.1 **Differences between conventional and participatory M&E**

Criteria	Conventional M&E	Participatory M&E
Involvement of stakeholders	<ul style="list-style-type: none"> <li>As respondents</li> </ul>	<ul style="list-style-type: none"> <li>As participants in critical aspects of programme planning</li> </ul>
Focus of data gathering	<ul style="list-style-type: none"> <li>Breadth of information</li> <li>Quantitative data</li> </ul>	<ul style="list-style-type: none"> <li>Depth of information</li> <li>Qualitative data</li> </ul>
Methods for data gathering	<ul style="list-style-type: none"> <li>Survey</li> <li>Structured testing</li> </ul>	<ul style="list-style-type: none"> <li>Participatory Rural Appraisal (semi-structured): focus group discussion, key informant interview, matrix ranking, direct observation, content analysis</li> </ul>
Instruments for data gathering	<ul style="list-style-type: none"> <li>Questionnaire</li> <li>Interview schedule</li> <li>Pre- and post-test</li> </ul>	<ul style="list-style-type: none"> <li>Open-ended question guide</li> <li>Map</li> <li>Matrix</li> </ul>

However, conventional and participatory M&E are not mutually exclusive. Conventional M&E methods are useful in generating feedback from a wider range of respondents, thereby increasing the level of confidence in the quantitative results. On the other hand, participatory M&E uses less structured methods and yields mostly qualitative data.

For example, gathering stakeholders for a focus group discussion (FGD) allows them to express their ideas and perceptions about issues which arose during implementation, as well as personal reactions to programme strategies. *Are things going all right? If not, where does the problem(s) lie? How should these problems be addressed? Do you all agree?* The answers to these questions may not be obtained through the more structured survey and testing methods employed in conventional M&E.

#### BOX 6.1 PARTICIPATORY EVALUATION OF COMMUNICATION STRATEGIES IN THE YOUTH FIELD SCHOOL OF INFANTA, PHILIPPINES

A participatory ComDev evaluation was conducted among secondary public school graduates in Infanta, Quezon, Philippines. Students of the Youth Field School on basic rice production attended an orientation workshop on participatory evaluation. After that, they assessed the communication strategies in learning rice production through storytelling, reflection papers, FGD, group sharing and personal experience reporting. The data generated were validated through another group discussion workshop. Results showed that the dominant approach was information, education and communication (IEC), particularly for on-farm activities, field trips, research and experiments, lectures and discussions, and practical exams. The IEC approach was complemented by a radio school-on-the-air and the Internet through the Rice Knowledge Bank web site. The most significant changes included: increased knowledge about rice production, appreciation of agriculture, skilled selection of healthy rice crops, fertilizer application, water measurement and rice-based food processing.

(Medrano-Loreto, 2012)



#### PARTICIPATION CLUES

ComDev itself can be used for participatory M&E of development projects. For example, **video or photo documentation** can be used to capture changes in a community before and after the project. Community members can do the actual shooting and presentation of findings themselves. They may be asked to comment on how project activities have impacted their lives as individuals and collectively during focus group discussions. Others may be asked to take photos of their farms before and after they have participated in FFS.



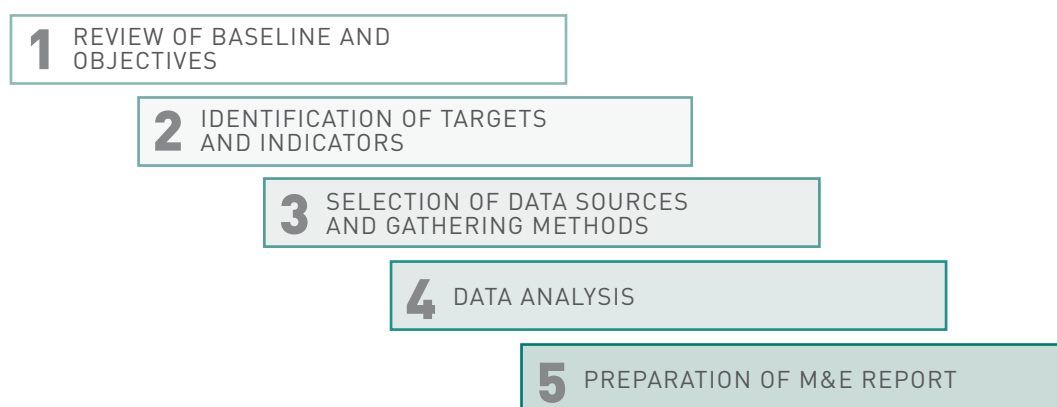


## SECTION 2

# STEPS IN M&E OF COMDEV ACTIVITIES

Below are the five steps to follow in participatory M&E of ComDev endeavours:


Figure 6.2 Steps in M&E of ComDev activities



### Step 1. Review of baseline and objectives

ComDev M&E is sparked by the baseline data gathered during the communication appraisal discussed in Module 2. During and after the implementation of the ComDev plan, the questions to answer are: *Has the ComDev effort brought about the desired changes among the intended stakeholders? If yes, how? To what degree?*

It is assumed that, based on the PRCA and in particular the **KSAP analysis** (see **paragraph 2.4 of Module 2**), the stakeholders have already been characterized in terms of their knowledge, skills, attitude and practices in relation to the development issue. Consequently, specific ComDev objectives have been formulated in terms of desirable changes to accomplish.

 In the case of the RCS project in Bangladesh (see **paragraph 2.3 of Module 1**), the ComDev objectives included the establishment of a listenership base for the community radio and its use to raise local farmers' knowledge about saline-tolerant rice varieties, making direct reference to the following performance standards:

- At the end of one year, at least 50 percent of the population in the pilot village is listening to the community rural radio.
- After six months, at least five listening groups are formed in the community.
- After one year of listenership to farm programmes, at least 60 percent of the rice farmers in the area will adopt improved management practices of saline-tolerant rice variety.

These were based on the earlier PRCA findings that:

- less than five percent of the farming community were aware of the community rural radio in the village;
- the number of local farmers and community members tuning in to the radio was extremely low;
- farm practices involving saline-tolerant rice variety were very limited.

## Step 2. Identification of targets and indicators

ComDev M&E is anchored on two important elements: targets (or standards) and indicators. **Target** refers to the pre-set level of performance, against which a project will be evaluated. An **indicator**, on the other hand, is a variable that measures one aspect of a project and indicates whether the activities are going as planned, based on the target set.

The figures set as standards (e.g. 50 percent or at least two) are not arbitrary ones. Since the formulation stage, they should consciously be part of the objectives if the project is to be evaluated. If objectives are incomplete, those targets become vague and M&E becomes unfocused or scattered.

### Identification of targets based on objectives

Good targets are characterized as simple, measurable, attainable, realistic and time-bound. They are clearly defined by the SBCD elements: S= stakeholder; B= desired behaviour; C= condition for change; and D= degree of change (see





Module 3). The example in Table 6.2 will help understand how to set M&E targets from prototype objectives.

Table 6.2 **Standard setting based on the objectives**

ComDev objective	Target
At the end of one year, at least 50 percent of the population in the pilot village is listening to the community rural radio (CRR).	<ul style="list-style-type: none"><li>• 50 percent of population (degree of change)</li><li>• listening to the CRR (desired behavior)</li><li>• after one year (condition)</li></ul>
After six months, at least two listening groups are formed by the community.	<ul style="list-style-type: none"><li>• at least two (degree of change)</li><li>• listening groups are formed (desired behavior)</li><li>• after six months (condition)</li></ul>

### Identification of indicators based on targets

An indicator can be considered:

- a variable
- a measurement
- one attribute or aspect of a project

As a **variable**, an indicator aims to show whether or not change has occurred due to intervention. As an indicator of change, its value varies (thus, a variable) from the baseline determined at the start of the project, to another value after it has developed. Indicators are monitored and measured at certain time intervals depending on the nature of the performance target.

As a **measurement**, an indicator gauges the value of change that occurs in meaningful units for project implementers. These units of measure are usually in numerical terms (e.g. three times a day, three radio programmes, 20 hours a week). Indicators zero in on a single **attribute or aspect** of a project at a specific time. Hence, a set of indicators should be developed to cover all the SBCD components of the objectives.

Based on the targets set in Table 6.2, a number of indicators can be identified as shown in the table below.

Table 6.3 **Setting indicators based on targets**

Target	Indicator
<ul style="list-style-type: none"><li>• 50 percent of population</li><li>• listening to the CRR</li><li>• after one year</li></ul>	<ul style="list-style-type: none"><li>• Percentage of population listening to the CRR at the start of its airing and after one year it went on air</li><li>• Recall of programme titles and contents listened to</li></ul>
<ul style="list-style-type: none"><li>• five listening groups formed</li><li>• after six months</li></ul>	<ul style="list-style-type: none"><li>• Number of listening groups formed</li><li>• When formed</li><li>• Group membership</li></ul>

A frequent question is: *How much is enough, how many indicators should a standard have?*

The following tips may help:

- Have at least two or three indicators per target, ideally with different data sources.
- Use no more than 10 or 15 indicators aggregated for the entire set of objectives.
- Remember that the goal of M&E is to monitor performance and evaluate results based on the objectives, so unwieldy data with no bearing on the objectives will only confuse the analysis.



### ACTIVITY 6.1 SETTING M&E TARGETS AND INDICATORS

Try setting the M&E targets for the sample objectives below, following the principles discussed.

COMDEV OBJECTIVE	TARGET	INDICATOR
At the end of six months, community-based organizations have produced at least two participatory videos on improved agroforestry practices.		
At the end of one year, at least ten video screenings and community discussions have taken place in neighbour villages.		

## Step 3. Selection of data sources and data gathering methods

Examples of data sources are project reports, minutes of meetings, or transcripts of interviews conducted. Unexpected events can occur and disrupt an M&E plan (e.g. budget cuts, change in leadership, armed conflicts) so diversifying data sources is a wise strategy to ensure that indicators can be tracked over the life of the project. A combination of secondary and primary data may be used, especially if the former are already available.



### PARTICIPATION CLUES

Primary data gathering should be done using key informant interviews (KII), focus group discussions (FGD), participatory techniques and direct observation. Feedback and comments from group discussions are also to be considered and processed along with data from other sources. The PRCA findings are the ideal data source (see **Module 2**).



Data collection must be of a certain depth and frequency, depending on the intended targets that are being measured. Since most of the changes require time to take shape, the frequency and schedule of data collection should be set considering when these targets would most likely be achieved. The objective itself, being realistic and attainable, provides the clue for the proper time and frequency for data collection.

Table 6.4 **Sample M&E data gathering plan**

Target	Indicator	Data source	Data gathering method	Person in charge	Budget (US\$)
50 percent of population listening to the CRR after one year	<ul style="list-style-type: none"><li>• Increase in percentage listenership from 5 percent</li><li>• Number of programme titles recalled</li></ul>	Station manager Members of listeners' groups	KII and survey Survey	Project field staff Project field staff	300
Five listeners' groups formed after six months	<ul style="list-style-type: none"><li>• Number of listeners' groups formed</li><li>• When formed</li><li>• Group membership</li></ul>	Station manager Head of listeners' groups Village leader	KII KII KII	Project field staff Project field staff Project field staff	100

Worksheet 6.1 can be used as a template to outline an M&E plan.



**WORKSHEET 6.1 M&E PLAN**

Target	Indicator	Data source	Data gathering method	Person in charge	Budget (US\$)

## Step 4. Data analysis

*So how should the performance of the ComDev programme be assessed?* Below are ways and means by which collected data can be analyzed using the standards and indicators identified for the ComDev plan.

## Quantitative data analysis

Given the clear set of standards and indicators, a value judgment or evaluation may now be given to the quantitative data generated. Most of the time simple frequency counts and percentages are used in analyzing data. Evaluation may also be done using a dichotomous or continuum scheme, if data are gathered from a survey:

- A dichotomous scheme classifies the level of success only into two categories – success or failure, good or bad, etc.
- A continuum scheme uses a graduated type of scale for categorizing levels of success – very high, high, moderate, low, and very low.

### BOX 6.2 EXAMPLE OF QUANTITATIVE DATA ANALYSIS

**Standard:** At least 50 percent of the population in the pilot area listens to the community rural radio after one year.

- Dichotomous Scheme: If the percentage of population listening is 50 percent and above at the end of one year, it is assessed as a success; if it is below 50 percent (e.g. 19, 18, 5) then it is a failure, even if the result is very close to the target.
- Continuum Scheme: Percentage of population who listens after one year and their corresponding evaluation rating:  
50 and above = Very good  
40 – 49 = Good  
30 – 39 = Moderate  
20 – 29 = Low  
19 and below = Very low

The above examples show that the dichotomous scheme is quite rigid and does not provide much room for classifying the level of success. Hence, the continuum scheme is more commonly used.

## Qualitative data analysis

Combining quantitative and qualitative data during M&E can give a picture of the breadth and depth of changes that the ComDev intervention has propelled. Qualitative methods, such as the PRCA discussed in Module 2, can yield meaningful data that are not easily captured in numbers. They are usually generated by probing and deeper participation of the project stakeholders in the process.

When items come up during discussions, the best way to approach them is to do a **thematic analysis** – that is, grouping them together into broader categories so that a pattern emerges. For example, project stakeholders may be asked why they do not listen to community radio when they are aware of one in their vicinity. The thematic analysis will likely group the responses in relation to:

- radio set ownership
- relevance of programme content



- time of programme airing
- audio reception

## Step 5. Preparation of M&E report

Based on the data and information gathered, and guided by the standards and indicators, a report should be prepared highlighting the changes, if any, that have been brought about by ComDev activities. This is done towards the end of the project cycle and, thus, takes the form of summative evaluation.

The purpose of a summative evaluation is to assess how well the ComDev project has worked based on the set objectives, and how it has benefited the community and the intended stakeholders (FAO, 2004). This is also considered a valuable means for generating lessons from which other ComDev practitioners can learn.

Table 6.5 **Content outline of the participatory M&E report**

Content	Description of Content
Background	Description of what the ComDev project is all about, the gap that it addresses, its objectives, and the role of M&E in the scheme of things
Objectives	Enumeration of the specific objectives of the M&E undertaking (these are different from project objectives); what should the M&E be able to answer?
Methodology	Discussion of the M&E design used (i.e., pre- and post-project evaluation; quantitative and qualitative); areas covered by data gathering, selection of respondents, methods and tools for data gathering, and data analysis used
Evaluation findings (vis-à-vis objectives)	Presentation and analysis of findings based on quantitative and qualitative data gathered with reference to providing answers to the evaluation objectives
Conclusion	Overall statement of how the ComDev project or intervention fared
Recommendations	Enumeration of recommendations based on findings that will be useful for the ComDev project implementers, and decision makers, and contribution to the building up of knowledge on participatory M&E in ComDev

Source: Adapted from FAO, 2004



### PARTICIPATION CLUES

A valuable technique to capture project achievements as perceived by the stakeholders, is the story approach or **Most Significant Change** (MSC). This involves collecting, discussing and selecting stories from the field on the relevant changes that people directly or indirectly experience as a result of a programme (Lennie *et al.*, 2011). The selection of the most significant stories is done by a panel of designated stakeholders. This process aims to promote ongoing dialogue and learning among staff and stakeholders of a programme, to improve its impact.



## SECTION 3

# PAVING THE WAY FOR SUSTAINABILITY

Sustainability is an important concern and a big challenge in ComDev initiatives. Ensuring long-term impact and continuity in service provision after the end of a project, when the people hired are gone, should be a high priority in the ComDev process.

Various factors can contribute to sustainability, among them (IFAD, 2009):

- **TECHNICAL SUSTAINABILITY** – technical soundness, appropriate solutions, technical training for operations and maintenance, access to and cost of spare parts and repairs
- **INSTITUTIONAL SUSTAINABILITY** – institutional support, policy implementation, staffing, recurrent budgets
- **POLITICAL SUSTAINABILITY** – government commitment, enabling policy environment, stakeholder interests, strong lobby groups and political influence/pressure
- **ECONOMIC AND FINANCIAL SUSTAINABILITY** – resilience to economic shocks, financial viability, reduced household vulnerability and increased capacity to cope with risk/shocks

The role of project participants and partner institutions is critical in ensuring commitment, ownership and social sustainability of ComDev activities in the long run. These dimensions need to be intentionally addressed from the earliest stages of ComDev planning, focusing in particular on three relevant aspects:

- capacity development
- institutionalization
- appropriation by end users





The capacity development dimension is discussed in Section 2 of Module 4.

### 3.1 SCALING UP AND INSTITUTIONALIZING COMDEV SERVICES

For any project to be viable and sustainable in the long run, the activity or process promoted needs at some point to be embedded within the work of the implementing organization or institution.

Institutionalizing ComDev as a service implies that the process becomes ingrained in the partner organizations and there is a commitment to performing that function regularly and according to clients' needs. This may require a change at the policy level, or rather be promoted as a *modus operandi* for community organizations and institutions working in the field.

As a matter of fact, ComDev will only be provided with the necessary resources in terms of funds and personnel once it has been recognized or mandated as a function in an organization. Finding an institutional home leads to more legitimacy and, in turn, greater effectiveness (Polsby, 1968). However, institutionalizing participatory and people-centred approaches like ComDev usually requires long-term changes, recognizing the dynamics between different sets of interests, values, agendas and coalitions of power (Pafumi, 2009).

Scaling up communication activities, in terms of geographical or thematic coverage, can be a first move towards the recognition of ComDev as a development function. To achieve this, it is important to:

- document and share ComDev experiences and lessons learned;
- make explicit the need for targeted communication services among concerned stakeholders;
- showcase results and provide evidence of impact;
- assess the feasibility of the experience expansion or upgrade;
- assess the extent of local appropriation of the process;
- identify opportunities for mainstreaming ComDev components in existing projects;
- demonstrate the value added in terms of efficiency, effectiveness, value for money and social sustainability;
- advocate with senior management and policy-makers.

Regularly delivered as a service to the rural population, interactive ComDev processes can achieve a longer-term impact. **Rural communication services (RCS)** are intended to enhance rural livelihoods by facilitating equitable access to knowledge and information – understood as public goods – social inclusion in decision-making, stronger links between rural institutions and local communities (FAO, 2010a).

Rural communication services should become an organic part of the work of the organizations and institutions dealing with agriculture and rural development. As mentioned earlier, this implies the recognition and adoption of ComDev as a strategic function at the policy and/or programme level.

Following, is the need to create mechanisms for service delivery and incentivize the establishment of a technical team, unit or network (depending on the context) to assume the ComDev function. This does not necessarily require new personnel: staff with background in communication or related fields can be selected to handle ComDev tasks, provided that they acquire the necessary participatory communication skills. Where the system allows, as the work expands and ComDev becomes a heavier undertaking, hiring new staff with a specialization in this field will be most ideal.

Participatory local communication planning is helpful also in this case to maximize efforts, capacities and investments.

### 3.2 PROMOTING APPROPRIATION BY END USERS

The participation of rural stakeholders in communication, problem-solving and decision-making processes paves the way for their **empowerment** and self-reliance. ComDev professionals should be able to adopt a non-dominating behaviour and use empathy, mutual understanding and respect to encourage their active engagement, voluntary contribution and shared responsibility. It is of high importance to:

- Clarify what is important to local people, value their knowledge and encourage initiative.
- Provide them with tools and resources they need through training and re-training.
- Empower people by establishing an equal relationship.
- Draw lessons from common performance assessment.
- Hand over the stick as soon as possible.

The end goal of engaging stakeholders is their control over the communication activities and services, not only in terms of decision-making, but also of management responsibilities.



As an example, the community *Radio Krishi* in Bangladesh was established in 2011 and initially run by government and FAO staff. Over time it has managed to consolidate a team of community volunteers who are performing daily production and broadcasting tasks. Other community members, local authorities, cultural groups and NGOs regularly participate, directly or indirectly, in the radio activities and in the monthly meetings of its coordination and management committees.



This has created a sense of ownership among local partners and stakeholders, encouraging them to carry on ComDev activities after the project's end. As a result, when the cyclone Mahasen struck the southern coast of Bangladesh in May 2013, Radio Krishi played a central role in spreading information about cyclone shelters, crop harvesting and other disaster preparedness measures. This happened thanks to the contributions of the radio's own users (FAO, 2013):

- The *Upazilla Parishad* (local administrative body) contributed 50 litres of diesel for the generator for 92 hours of uninterrupted broadcasting.
- The local Red Crescent Society co-organized a radio campaign for disaster preparedness.
- Local departments of agriculture, health, fishery and livestock provided technical content.
- Several NGOs and educational institutions supported the production of issue-based programmes.
- Journalists from the local press club worked with the station as volunteers.
- Cultural groups voluntarily performed in the radio programmes.
- Listeners' clubs actively assisted in disseminating information to community members.

Identifying ways and means to promote sustainability is a challenging task but the guidelines provided should lead towards this direction. Activity 6.2 asks to think about a possible sustainability strategy applied to a given development project.



## ACTIVITY 6.2 PROMOTING SUSTAINABILITY

Remembering the discussion on the principles and practices of sustainability, list the activities which would address the long-term sustainability of a ComDev programme or project of your choice.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

[The list may be expanded if necessary.]

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- Torres, C.S. & M.T. H. Velasco. 2005. *Participatory Monitoring and Evaluation*. Manila: BATU, ASEAN Sub-Region.



## FURTHER READINGS

**Who measures change? An introduction to participatory monitoring and evaluation of communication for social change (CFSC, 2005)**

[http://www.communicationforsocialchange.org/pdf/who\\_measures\\_change.pdf](http://www.communicationforsocialchange.org/pdf/who_measures_change.pdf)

**Managing for Impact in Rural Development. A Guide for Project M&E (IFAD, 2002)**

<http://www.ifad.org/evaluation/guide/index.htm>

**Monitoring and Indicators for Communication for Development (DANIDA, 2005)**

[http://webzone.k3.mah.se/projects/comdev/\\_comdev\\_PDF\\_doc/Danida\\_ComDev.pdf](http://webzone.k3.mah.se/projects/comdev/_comdev_PDF_doc/Danida_ComDev.pdf)



## MULTIMEDIA RESOURCES

**What is the impact of the ComDev approach?**

<http://www.youtube.com/watch?v=SJCBnxsgnSg>



## MODULE 7

# APPLYING COMDEV TO RURAL DEVELOPMENT CHALLENGES





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## RATIONALE AND KEY CONCEPTS

Access to information and knowledge has become a fundamental asset for rural stakeholders to better manage their resources, and find timely and locally-relevant solutions. This is especially true for vulnerable communities, living in hazardous environments and mostly relying on agriculture for their subsistence. Participatory communication is instrumental in meeting the information needs of local communities, but also to let them have a say in social, political and economic decisions.

The experiences collected in this last module highlight the added value of applying ComDev to key issues concerning rural development today. As described in the previous modules, the ComDev process unfolds through four main phases. Each phase has its corresponding steps, methods and tools leading up to defined outputs (see **Figure 1.5 in Module 1**). A full-fledged learning exercise will help recap the key steps leading to the formulation of a ComDev strategy and plan in a real case scenario.

The rural development issues highlighted in this module as areas of application for ComDev are defined as follows:

**Natural resource management** encompasses the processes and practices related to the allocation and use of natural resources. Sustainable management means optimizing the use of natural resources to meet current livelihood needs, while maintaining and improving the stock and quality of resources so future generations will be able to meet their needs (World Bank, 2006).

**Food and nutrition security** is achieved when all people, at all times, have physical, social and economic access to sufficient, safe and nutritious food that meets their dietary needs and preferences for an active and healthy life (FAO, 2002).

**Agricultural Innovation Systems (AIS)** are multistakeholder networks of individuals, organizations and enterprises that bring new products, processes and forms of organization into social and economic use, to achieve food security, economic development and sustainable natural resource management (FAO, 2012).

**Climate change<sup>1</sup> adaptation** refers to adjustments in ecological, social, or economic systems, in response to actual or expected climatic stimuli and their effects or impacts. It requires changes in processes, practices and structures to moderate potential damages or exploit beneficial opportunities associated with changes in climate conditions (IPCC, 2001; 2007).

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<sup>1</sup> The United Nations Framework Convention on Climate Change (UNFCCC) defines climate change as: “a change of climate which is attributed directly or indirectly to human activity that alters the composition of the global atmosphere and which is in addition to natural climate variability observed over comparable time periods.”

**Disaster risk management** comprises the whole range of interventions before, during and after a shock in the continuum of sustainable development. In particular, **disaster risk reduction** includes the development and application of policies, strategies and practices to avoid (prevention) or limit (mitigation and preparedness) the adverse effects of hazards and natural disasters such as earthquakes, landslides, floods, and droughts among others (FAO, 2013a).

These global issues and concerns are closely interrelated. Degradation of forests, lands, water systems and other resources, coupled with a growing population and the occurrence of climate change, are challenging the agricultural sector to produce and supply enough safe and nutritious food, in a sustainable way. For example, climate change impacts at least four dimensions of food security (FAO, 2011a):

- a. Food availability will decrease in some regions due to a decline in food production from agriculture, forestry and fisheries.
- b. Food access will face further constraints due to damage of infrastructure, losses in livelihood assets and employment opportunities.
- c. Food supply stability will be influenced by food price fluctuations, and a higher dependency on imports and food aid in some regions.
- d. Food utilization will be affected indirectly by food safety hazards associated with pests, animal as well as human diseases.

Climate change is also increasing the frequency and severity of weather hazards in certain regions, leaving some people and their assets more exposed and vulnerable. Effective management of natural resources is necessary for redressing the root causes and environmental drivers of vulnerability and risk (FAO, 2013a).

## CONTENT ABSTRACT

**Section 1** recaps the basic principles that make ComDev an integrated crosscutting approach and demonstrates why it should be a constitutive part of agriculture and rural development efforts.

**Section 2** presents a collection of experiences and lessons learned on ComDev applications to rural development challenges such as natural resource management, food security and agricultural innovation, risk and emergency situations and climate change adaptation.

**Section 3** guides the reader through the formulation of the ComDev strategy and plan of action. Here, the principles, methods, tools and techniques gained from the previous modules will finally be applied to a project case.



## LEARNING OBJECTIVES

The principles, experiences and lessons presented in this module will enable the reader to:

1. Explain the principles and value added of applying ComDev in rural development projects.
2. Draw insights and lessons from actual ComDev applications to various rural development issues.
3. Design a ComDev strategy and plan of action applicable to a specific rural development initiative.



## SECTION 1

# COMDEV AS AN INTEGRATED APPROACH

### 1.1 COMDEV ESSENTIALS

Application of ComDev to address a variety of agricultural and rural development issues, requires understanding the principles that ensure its efficacy. As mentioned in the previous modules, communication for development is not a “hit-and-miss” practice. It is anchored on sound principles generated by concrete field experience and results.

Good practices in ComDev should incorporate the following principles, to be applied at the national, regional, or local level (FAO, 2010a):

1. Understand the local context
2. Assess people’s knowledge, perspectives and expectations
3. Build on existing communication systems
4. Ensure equitable access to knowledge and information
5. Promote local content
6. Use appropriate communication technologies
7. Enhance local capacities
8. Facilitate constructive environments
9. Strengthen rural communication services and knowledge institutions
10. Foster dialogue and mediation



## 1. Understand the local context

ComDev is a participatory practice: its objectives, methods and tools are defined with the community. In ComDev planning, the geographical, socio-cultural, political and economic setting of the community must be considered and appreciated. The way a ComDev initiative is designed should be consistent with social dynamics and local institutional settings. This requires knowing about stakeholders' preferred communication practices, interactions, networks and culture – in other words, how local people live their everyday life.

For example, knowledge of the local context has a strong impact on the design of ComDev strategies involving farmers. A communication plan will have to consider that most farmers spend early mornings on the farm. Hence, if a radio programme is to be designed for them, the time slot for listenership would be best in late afternoon or early evening. Similarly, for the choice of interpersonal sources of information about farming, it is important to know that rural community members usually share knowledge on common interest topics and trust their peers as important and reliable sources.

## 2. Assess people's knowledge, perspectives and expectations

As a systematic undertaking, ComDev starts from a baseline assessment. It looks at local people's knowledge, perspectives and expectations pertinent to the development issue being tackled. This benchmark information can serve as basis for identifying and prioritizing communication gaps and opportunities.

An illustrative example is the development of a ComDev plan to enable farmers in the Philippines to make informed decisions about planting biotech corn (Torres *et al.*, 2012). A baseline study assessed the level of knowledge, skills, attitude and practices regarding biotech corn in the target area. Results indicated that farmers receive information about the crop, not from the government extension workers, but from seed traders and local farmer ambassadors. As such, their decision depends much on what they learn from traders who supply seeds. Government extension workers, on the other hand, do not openly talk about the biotech corn for fear that this contradicts the current government's advocacy for organic farming. Hence, if more accurate and scientific information about biotech crops was to reach the farmers, seed traders had to be included in the ComDev strategy.

## 3. Build on existing communication systems

ComDev initiatives need not start from zero. In fact, they should build upon the existing communication systems that are already institutionalized in the given area. For instance, there may be community radio, newspapers, theatre or drama



groups which are already well established. These should be mapped first, and then be brought together, reinforced or blended with additional tools like ICTs, to increase their social impact.

For example, in many farming communities in Asia, Latin America and Africa the **Farmer Field Schools (FFS)** are well-established avenues for blending local and scientific knowledge on farming. In the face of climate change, these FFS are now being tapped to serve as platforms for learning and experimenting with appropriate technologies and adaptation strategies among local communities. This is usually complemented by the use of mobile phones and Internet. Developing a ComDev plan in an area where FFS exist should recognize their role and use them as a starting point for communication activities. There may be no need to establish new groups, nor bring in additional layers for communication.

#### 4. Ensure equitable access to knowledge and information

Equity is a pillar of ComDev. This value goal should remain as a guiding principle when planning a communication intervention. *Will the planned communication effort provide better access to knowledge and information among the vulnerable members of the local community? Or does it favor the advantaged groups?*

Adopting a gender perspective is key: it means, taking into account specific constraints that exclude rural women from communication processes. For example, women tend to be more isolated, subject to customs and traditions, sidelined from education and cut off from decision-making and producers organizations (FAO Dimitra, 2011). They are often disadvantaged in terms of control over tangible assets and productive resources, including communication infrastructures.

When designing a ComDev strategy it is crucial to consider also that men and women acquire information and communicate differently, and may have diverse needs, interests, knowledge and expectations according to their specific roles and responsibilities.

#### 5. Promote local contents

Experiences in ComDev projects have shown that undocumented local knowledge abounds. It is a matter of capturing and documenting such knowledge and making it a part of the local community's resources. Also, the national media such as TV, radio and newspapers often do not carry information or messages that relate to the situation, concerns or immediate needs of local folks. If farmers have problems with marketing their crops, or with the rising cost of irrigation services, there is rarely a local medium to report on this.





A classic example is the use of audiovisual materials to prompt internal debate about history, culture and future perspectives of the communities involved in ComDev processes, as FAO did in the *Programme of Integrated Rural Development in the Tropical Wetlands of Mexico* (PRODERITH). To spark a dialogue among indigenous Mayan-speaking people, videos were recorded with Don Clotilde Cob, an 82-year-old man fluent in both Mayan and Spanish. People sat in attentive silence in the villages as the tapes were played, with this charismatic old man deploring the decline of Mayan traditions such as the family vegetable plot. For many, it was the first experience of someone discussing the practical values of their culture on a TV screen and in their own language. This made people think seriously about their traditional knowledge and prepared them for discussion on development plans to eradicate malnutrition and promote food security (Fraser and Restrepo-Estrada, 1998).

## 6. Use appropriate communication technologies

Communication technologies such as mobile phones, Internet and digital cameras are important tools that can enhance the process and outcomes of communication efforts. Use of these technologies should involve careful selection based on: (a) suitability to meet the project objectives; (b) adaptability to the socio-economic condition of the local community; and (c) availability of resources needed. Oftentimes, a combination of ICTs with local and community media will be most effective. Choosing which media should be combined for optimum effect is based on the principles discussed in the above 1–5 items.

Community radio allows rural, potentially isolated communities to easily access and exchange information with experts and among themselves. FAO *Dimitra* project (see Box 3.6 in Module 3) has established listening groups in small African communities and provided them with mobile phones at a flat rate to call into the radio station and interact with each other. Men and women can participate in radio programmes, share personal experiences and worries, or directly ask experts for advice on a specific topic. Thanks to the convergence of different media, community radios have become platforms for disenfranchised actors to voice concerns and reach previously inaccessible knowledge.

## 7. Enhance local capacities

In the course of carrying out ComDev initiatives, building local stakeholders' communication capacity becomes inevitable. The stakeholders need to be trained and equipped with certain skills so that communication efforts for a development project are more efficient and easily replicable. After all, the end goal of ComDev is to **unfold human potential** (Quebral, 2002). This also prepares the stakeholders to carry on the work even after the project period.

Exemplifying this principle is the *Kente* training approach for community radio workers. Named after the traditional hand-woven cloth of the Ashanti people, it was developed for Radio Ada in Ghana and extended to other community radio stations in the country and in Ethiopia. This context-based, hands-on training approach builds on the belief that community radio requires a different operational model and a particular kind of staff: local workers with a set of values, skills and standards that are woven into the local culture and channeled towards community empowerment. Strengthening the capacities of local radio workers is part of the empowerment process itself (Quarmyne, 2001).

## 8. Facilitate constructive environments

A ComDev plan can only be meaningful if strongly supported in the community where it is being implemented, and whenever possible, on a larger scale. A climate of acceptance and willingness among involved stakeholders should be established. This may entail policy support, provision of resources, establishment of partnerships and expression of commitment from the concerned institutions and stakeholders.

To help smooth out the formulation and implementation of ComDev plans at both national and local levels, a project to establish the first community rural radio in Bangladesh started from (FAO, 2010b):

- building upon existing national policies that support community radio;
- making an agreement that the government would provide counterpart staff, budget and other resources;
- setting up a mechanism that would facilitate and sustain partnerships with other government agencies, local community and volunteers;
- obtaining official or formal commitment from higher authorities.

## 9. Strengthen rural communication services and knowledge institutions

A ComDev strategy works well if it starts from existing communication services and knowledge institutions prevailing in the locality. These are important pathways for bringing about meaningful changes. Rural knowledge institutions include the National Agricultural Research and Extension Systems (NARES) and other educational institutions, as well as less formal knowledge and communication networks in a particular area. Reinforcing their capacities can significantly contribute to empowering rural people through improved rural services, ensuring easier access to relevant information and more inclusive decision making.

This principle is best exemplified by the ‘extension theatre’ adopted in Syria, institutionalized as the Extension Theatre Unit under the Ministry of Agriculture and Agrarian Reform (FAO, 2010c). The theatre came about as a response to the need



for cheaper and faster information and advisory services for farmers; its format was effective and appropriate to the local culture. It has performed throughout Syria discussing issues on crops and livestock.

## 10. Foster dialogue and mediation

An important principle in ComDev practices is the need to foster dialogue and mediation among stakeholders who oftentimes have different interests and ways of doing things. Dialogue should help reach agreements on new or alternative options or rules, and on institutional arrangements that will address people's needs and concerns.

A particular example is the introduction of rice-fish farming in Cambodia villages (Cadiz and Dagli, 2010). The government supported this initiative to ensure better food security, especially in times of drought and other unexpected calamities. At village-level consultations, local rice farmers expressed their concerns about the fish being stolen by other people from within and outside the neighborhood. The damage that would have come from potential conflict among neighbors ultimately outweighed the alternative source of fish and the project was halted.

Another case from Vietnam illustrates how dialogue and mediation can avoid an otherwise inequitable *status quo* in a fishing community. Fishers used to compete for fish and set up fish cages where they desired, blocking the waterways. When a storm came and washed out all the fish cages, fishers were given the opportunity to form a fishing union. They discussed the problem and came up with fair solutions for everybody. Through the mediation of local leaders and dialogue among themselves, they formulated policies on the zoning or proper location of fish cages so that waterways were re-established and maintained. Similarly, they were able to negotiate with the governmental fishery department to reduce the recommended waterway width from 4 to 3 meters based on their own experience and knowledge (Cadiz and Dagli, 2010).



## SECTION 2

# EXPERIENCES AND LESSONS ON COMDEV APPLICATIONS TO AGRICULTURE AND RURAL DEVELOPMENT

### 2.1 COMDEV IN NATURAL RESOURCE MANAGEMENT

Communication for development in natural resource management is designed for and by the people. Several stakeholders need to come together to manage the degradation of natural resources that is often exacerbated by, or causes further food insecurity and poverty (Ramirez and Quarry, 2004).

In many countries natural resources are owned and managed by the government. Some areas are inhabited by communities through tenurial agreements. It is necessary for all the different parties to reach a consensus, so their varying needs are met without sacrificing resources in the long-term. This requires well coordinated communication and collaboration among multiple stakeholders from Ministries to grassroots levels, from local media to the wider national public, and a strong social and institutional support.



To demonstrate how ComDev may be planned and applied in the management of natural resources, the experience of the **Adaptive Learning and Linkages (ALL) in Community-Based Natural Resource Management (CBNRM)** will be used as a case study. CBNRM is a participatory approach that aims to capacitate local communities and other stakeholders to sustainably manage their natural resources and empower them to deal with various issues impinging on those resources (CDC-UPLB, 2008).

## Programme description

ALL in CBNRM Asia was a capacity building and regional networking programme, funded by the International Development Research Centre (IDRC) from 2006–2009. The College of Development Communication of the University of the Philippines Los Baños (CDC-UPLB) coordinated and implemented it in partnership with the CBNRM Learning Center, the International Potato Center, the International Institute of Rural Reconstruction and the Regional Community Forestry Training Centre for Asia and the Pacific.

## Objectives

ALL in CBNRM aimed to improve South Asian researchers' and practitioners' capacities in applying participatory ComDev methods, tools and techniques in order to:

- enhance understanding of CBNRM principles and processes through sharing of learning and experiences;
- influence policy processes on CBNRM;
- improve outcomes and impacts of CBNRM research and development initiatives on the local communities.

## Stakeholders

CBNRM is not simply a matter of community people working locally. It involved other local development agents such as research institutes, NGOs, government line agencies providing services in agriculture, academe and civil society organizations. The partner institutions constituted learning groups of researchers and development practitioners from Cambodia, Indonesia, Laos, Philippines, Thailand and Vietnam. These learning groups helped apply ComDev as a constitutive component of CBNRM projects.

## ComDev methods and tools used

### Developing content

Developing the content and specific learning themes was a collaborative effort of all the participants. Aided by face-to-face and virtual discussions, thirteen expanded learning topics were grouped into four themes focusing on the application of ComDev in various aspects of CBNRM planning and implementation.



Table 7.1 **Participatory communication approaches as learning content of ALL in CBNRM**

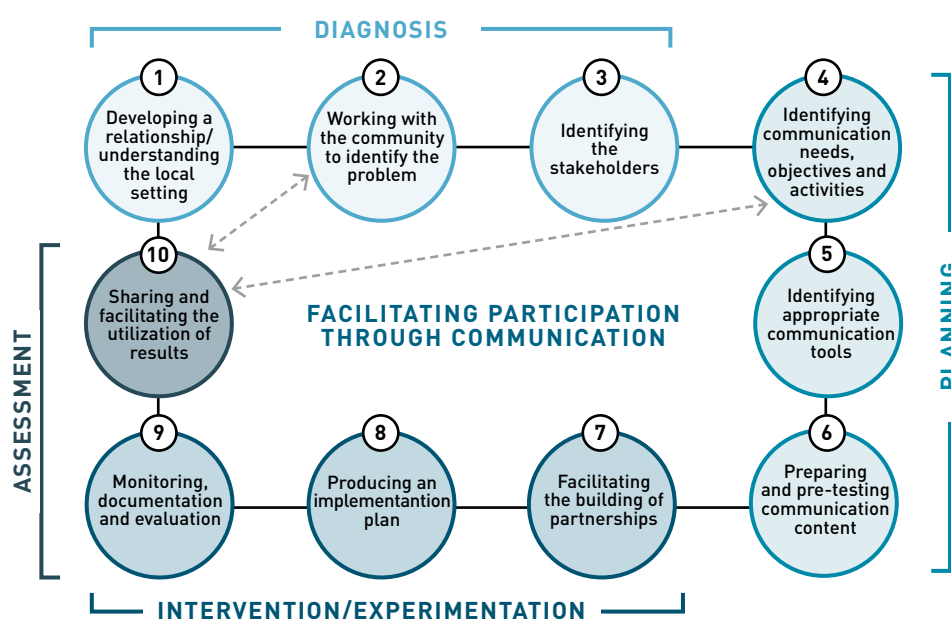
Theme cluster	Topics covered
Establishing relationships	<ul style="list-style-type: none"> <li>Establishing a relationship with the local community and understanding the local setting</li> <li>Involving the community in the identification of a problem, its potential solution, and decision to carry out a concrete initiative</li> <li>Identifying the different community groups and other stakeholders concerned with the identified problem and initiative</li> </ul>
Gaining understanding	<ul style="list-style-type: none"> <li>Emerging understanding of roles and concepts in CBNRM</li> <li>Arriving at a collective understanding of the local community</li> <li>Enhancing community's capacity for identifying problems and setting goals</li> </ul>
Facilitating flow and movement	<ul style="list-style-type: none"> <li>Understanding stakeholder relationships in a CBNRM setting</li> <li>Developing and implementing participatory communication plan</li> <li>Enhancing processes for collective action</li> <li>Developing partnerships</li> </ul>
Grounding and supporting implementation and facilitation	<ul style="list-style-type: none"> <li>Monitoring, evaluating and documenting CBNRM experiences</li> <li>Encouraging CBNRM adaptation and innovation</li> <li>Participatory processes for policy change</li> </ul>

Source: Cadiz and Dagli, 2010

The participatory communication approaches listed above match the four key phases of the CBNRM projects conducted by partners in Cambodia, Vietnam, Thailand, Philippines, Lao PDR and Indonesia (as illustrated by Figure 7.1):

1. diagnosis
2. planning
3. intervention/experimentation
4. assessment

Figure 7.1 **ComDev application in CBNRM projects**



Source: Bessette, 2004





### Facilitating learning

As a capacity building programme on the application of ComDev for participatory management of natural resources, the learning aspect was facilitated through:

- face-to-face introductory workshops (where learning groups were guided into the programme, taught its principles and operational activities);
- online discussion of the learning themes, sharing of experiences and reflections with other learning groups;
- field back-stopping through periodic face-to-face mentoring;
- provision of learning resources and reference materials.

### Major results and lessons learned

In the Philippines, the methodology was infused into the community development activities being undertaken among upland farmers. The members noted that their participation in the e-forum and field mentoring was useful in learning more definite and clear steps for participatory research and development, using appropriate communication methods and tools.

After two years, evaluation results indicated that participatory communication approaches were empowering. They played an important role in building the upland farmers' capacity to recognize the problems impinging on their resources, and gradually take appropriate measures to address them. From violators, they became the staunch enforcers of regulations on forest reserve protection. Constant and open dialogues also built up the trust and respect of farmers for government researchers and officials.

*“Before we used to follow regulations but only when the government forest guards were around. Once they were out of sight, we would simply go back to our own ways. But now, because we have come to understand that what the government is trying to do is also for our welfare, we ourselves are now the ones enforcing the regulations.”*

(Philippine Upland Farmer)

Capturing the experiences and lessons learned from ALL in CBNRM are also testimonies from members of the learning groups (Cadiz and Dagli, 2010).

*“Before, we worked only with the communities in managing the land, not with government or the church or with other NGOs. An important change is that we learned to work with other stakeholders. After the introductory workshop, they started thinking about how to communicate with the government, the church, and the universities. Later on, there were many stakeholders talking about the same issue – how to minimize external inputs to sustainable agriculture.”*

(Wrenges Widjoraras, VECO-Indonesia)

*“We are impressed with the participatory monitoring and evaluation (PM&E) strategy used by VECO-Indonesia. We adopted it for our marketing analysis and development of non-timber forest products. Villagers, project officers, and consultants are all involved in identifying and measuring indicators. The PM&E process helps villagers understand the whole process and realize the stages of marketing development. It also encourages local people to take more ownership of their actions.”*

(Souvanhpheng Phommasane, National Agriculture and Forestry Research Institute of Lao PDR)

## 2.2 COMDEV IN FOOD AND NUTRITION SECURITY

Food security can only be achieved “when all people at all times have access to sufficient food for a healthy and productive life”, and has three main components: food availability, food access and food utilization (Haddad, 1997). Much of this depends on the agricultural sector’s ability to increase production to meet the demands of a growing population.

Knowledge and information are the basic ingredients needed to help boost agricultural production, and are therefore key in promoting food security (Balit, 1996). Access to technologies by farmers becomes a crucial factor to address the gap between their potential and current yield.

The age of new ICTs has revolutionized agriculture by opening new communication pathways and reducing transaction costs, given greater accessibility of information about prices, transportation, and production technologies. It should be made clear though, that while ICTs are good channels for spreading information widely and quickly, in rural development they can only be considered as supportive channels to face-to-face communication and local media. A sample case is discussed below where ICTs have been incorporated as part of a communication service to farmers: the Nutrient Management for Rice (NMRice) for the Philippines.

### Project description

NMRice is an interactive decision tool launched in 2011 by the International Rice Research Institute (IRRI) and the Department of Agriculture through its Agricultural Training Institute in Quezon City, Philippines. The service is provided through *NMRiceMobile*, a mobile phone-based application which uses interactive voice response (IVR). Rice farmers can receive advice on optimal timing, amount and type of fertilizer to use on their rice crops to maximize production and profit, and reduce waste. The fertilizer guidelines given by *NMRiceMobile* are consistent with the guidelines given by the NMRice web-based application designed for areas where Internet access is available. The service is now also available as a free application for Android smartphones: *NMRiceApp*.



Figure 7.2 **NMRiceMobile instructions**

**CALL \*2378 for SMART or 2378 for Globe for FREE fertilizer recommendations**

**Example of test**  
NMRice: For 94-105 sacks of palay on 1 hectare in dry season w/ good management practices: Apply 3 bags 14-14-14 basal or w/in 10 days after transplanting (DAT), 1 bag urea at 21 to 25 DAT, 1 bag urea at 30 to 34 DAT. For queries, call DA at 1-800-10-982-3474

**Directions on how to use the service:**

1. Dial \*2378 for SMART or 2378 for Globe, then press the CALL (📞) key.
2. You will be guided by a recording to choose your preferred language. (Tagalog, Cebuano, Iloko, English)
3. Answer the questions by pressing the corresponding number on your cellphone keypad.
4. After answering all questions you will receive the free fertilizer recommendation through TEXT.

**Reminders:**

To repeat a question, press (\*) key on the bottom left-hand side of the keypad.  
To submit weight of a sack and the number of sacks of harvested fresh palay, press (#) on the bottom right-hand side of the keypad.

**Record your recommendation here:**

**NMRiceMobile Questions**  
You will be asked the following questions about your rice field. Keep a record of your response by checking the correct option or by writing your answer in the space provided.

1. ☐ Wet Season ☐ Dry Season
2. ☐ Transplanting ☐ Direct Seeding  
☐ Seedlings less than 23 days old  
☐ Seedlings more than 23 days old
3. ☐ Inbred seed ☐ Hybrid seed
4. Growth duration of the rice variety?  
Transplanted rice: days from transplanting to harvest  
Seedlings less than 23 days old  
☐ 90 days ☐ 95-100 days ☐ 100+ days  
Seedlings more than 23 days old  
☐ 80 days ☐ 85-90 days ☐ 90+ days  
Direct seeded rice: days from sowing to harvest  
☐ 90-95 days ☐ 105 days ☐ 110+ days
5. Size of your field?  
less than 1 hectare ☐ <0.3 ha ☐ 0.4-0.6 ha ☐ 0.7-0.9 ha  
☐ 1 hectare  
1 to 2 hectares ☐ 1.1-1.3 ha ☐ 1.4-1.6 ha ☐ 1.7-1.9 ha ☐ 2 ha  
☐ more than 2 hectares
6. Weight in kg of a sack of fresh harvested palay? \_\_\_\_\_
7. Number of sacks of fresh palay typically harvested for the chosen season for the field size? \_\_\_\_\_
8. Number of sacks of fresh palay harvested in the previous season for the field size? \_\_\_\_\_
9. Was the supply of water during the selected season in past years adequate? ☐ Yes ☐ No
10. Was straw from the previous season returned and spread over the field? ☐ Yes ☐ No
11. Is the field located in low-lying area near a lake or river? ☐ Yes ☐ No
12. Is the field located in a basin or valley bottom? ☐ Yes ☐ No
13. Was the field continuously flooded for more than 1 week due to heavy rains during the wet season? ☐ Yes ☐ No

## Objectives

NMRice as interactive decision tool aims at improving the growth and yield of rice farmers' crops in irrigated and lowland rainfed ecosystems. This is achieved through a combination of improved rice technologies for different ecosystems, based on farm validation.

## Stakeholders

The NMRice project is targeted at lowland rice farmers and extension workers, especially those without Internet access. Service provision and training events involve farmers and their children.

## ComDev methods and tools used

With *NMRiceMobile*, a farmer or extension worker in the Philippines can call a toll-free number. A voice promptly instructs the caller to answer questions about his/her rice field by pressing the appropriate number on the phone's keypad. Based on user responses to easy-to-answer questions (see figure 7.2), *NMRiceMobile* sends the caller a text message with field-specific nutrient management guidelines. The fertilizer guidelines are also accessible through the Internet on personal computers, mobile phones and smartphones.

The demo website (<http://webapps.irri.org/nm/phmobile/>) simulates the actual use of a mobile phone to access NMRice and is well suited for use during training.

## Major results and lessons learned

A recent study on ICT-mediated rice technologies revealed that farmers who have accessed it, found the *NMRiceMobile* easy to use and very helpful in solving their nutrient-related concerns, a crucial factor affecting their yield (Gabrillo, 2012). It also saves time and effort, as a mobile phone is enough to access the information when most needed. The cost associated with mobile phones is quite minimal and farmers generally do not mind spending money for the valuable advice. One year after its debut in the Philippines, *NMRiceMobile* had received more than 6 500 calls (Far Eastern Agriculture, 2012).

### 2.3 COMDEV IN AGRICULTURAL INNOVATION SYSTEMS

Agricultural innovation systems (AIS) are networks of individuals, organizations and enterprises that bring new products, processes and forms of organization into social and economic use to achieve food security, economic development and sustainable natural resource management (FAO, 2012). AIS potentially include a multitude of actors, such as producer organizations, research institutes, extension and advisory services, universities and educational infrastructures, governments and civil society organizations, coordinating entities, individual farmers and labourers, and private sector groups (traders, processors, supermarkets, etc.).

This triggers a shift from an emphasis on diffusion research and transfer of technologies, to a broader understanding of the role of communication in innovation processes (Table 7.2). Extension and advisory service providers should now play a more vibrant role as knowledge brokers among the multiple stakeholders in the system.

Table 7.2 **From diffusion research to a process of innovation**

Conventional steps	New understanding of basic tasks in the innovation process
Knowledge	Working with people to identify and agree that there is a problem or issue
Persuasion	Thinking about and mapping the network of different stakeholders that are affected by the problem
Decision	Engaging stakeholders in defining ways to effect change and enhance existing communication patterns
Implementation	Addressing the social costs of making the change
Confirmation	Critical evaluation and review

Source: Leeuwis, 2004



Innovation is not merely seen as new technologies or products, but as the social and institutional learning process through which agricultural knowledge is generated, crafted from various sources and put into use (Pafumi, 2009). In this sense, ComDev is a key element to foster mutual learning through facilitated access to information, knowledge sharing, networking and dialogue.

Application of ComDev in AIS can be well exemplified by the **Communication for Sustainable Development Initiative (CSDI)** in Bolivia. This inter-regional project was launched in 2008 by FAO and the Italian Ministry for the Environment and Territory to test and implement ComDev strategies for sound environmental practices and sustainable rural development. Pilot projects were developed in Bolivia, as well as in Bangladesh, Democratic Republic of Congo, Jamaica and the Caribbean.

## Project description

In collaboration with the Bolivian Ministry of Rural Development and Land, the CSDI team developed a national ComDev plan to support agriculture and rural innovation in the country. The new-born National Institute for Innovation in Agriculture, Livestock and Forestry (abbreviated INIAF in Spanish) was identified as the key institution that could benefit from incorporating ComDev to enhance participation, dialogue and knowledge sharing among different AIS stakeholders.

## Objectives

The main goals of the Bolivian national ComDev plan were to:

- improve access to agricultural information services that address the needs and priorities of local farming communities;
- strengthen the linkages and enhance knowledge sharing among individuals and the institutional and social components of the AIS;
- create opportunities for collaborative work, by calling upon innovative communication and ICT applications.

## Stakeholders

In addition to the farming community, stakeholders included the national innovation institute (INIAF) and other Bolivian agricultural research, extension and advisory service providers, as well as government staff, local NGOs and civil society organizations, input providers, communication professionals and media practitioners.

## ComDev methods and tools used

The project carried out participatory communication appraisals (PRCA) in order to identify needs of rural communities and local institutions in three pilot areas: Yapacaní and Norte Integrado; Yacuiba; and Chiquitanía. A fourth thematic area was prioritized by INIAF and other agricultural organizations in the Chaco region.

Between 15 and 30 local stakeholders for each pilot area – including farmer organizations and cooperatives, small-scale producers, local governments, NGOs and media – participated in the so-called *Espacios Locales de Concertación*, promoted by INIAF as platforms for dialogue and informed decision making.

Based on the results of local consultations, each community came up with a **Plan Local de Innovación y Comunicación** or PLIC (see Section 1 of Module 4 on participatory local communication planning). Each plan involved different communication resources, participatory methodologies and training activities aimed at building technical and communication capacities at the local level, supporting two-way learning processes.

In particular, a set of communication tools and materials were developed and consolidated into training modules, following the principles of the **Audiovisual Pedagogy**<sup>1</sup>:

- recovery of farmers' traditional knowledge;
- direct reference to the producers' reality and use of local language;
- practical learning designed for smallholders and rural families;
- active participation of producers in the collective learning process;
- training sessions carried out where producers live, not interfering in productive activities;
- use of audiovisual media to overcome literacy barriers for transmission of knowledge;
- choice of appropriate technical information according to the different groups.

## Major results and lessons learned

The more tangible results of the PLICs were the **Knowledge and Communication Modules** (*Modulos de Conocimiento y Comunicación*) developed in each pilot area to facilitate learning and knowledge sharing on priority agricultural issues:

1. Pasture management for dairy cattle (Yapacaní and Norte Integrado)
2. Direct sowing for sustainable production (Yacuiba)
3. Water harvesting for diversified crops (San Ignacio de Velasco – Chiquitanía)
4. Forage conservation: sorghum silage (Chaco)

Each module consists of a set of information and communication materials designed for different audiences and including videos, audio tracks, booklets, guides, flipcharts, brochures and posters<sup>2</sup>.

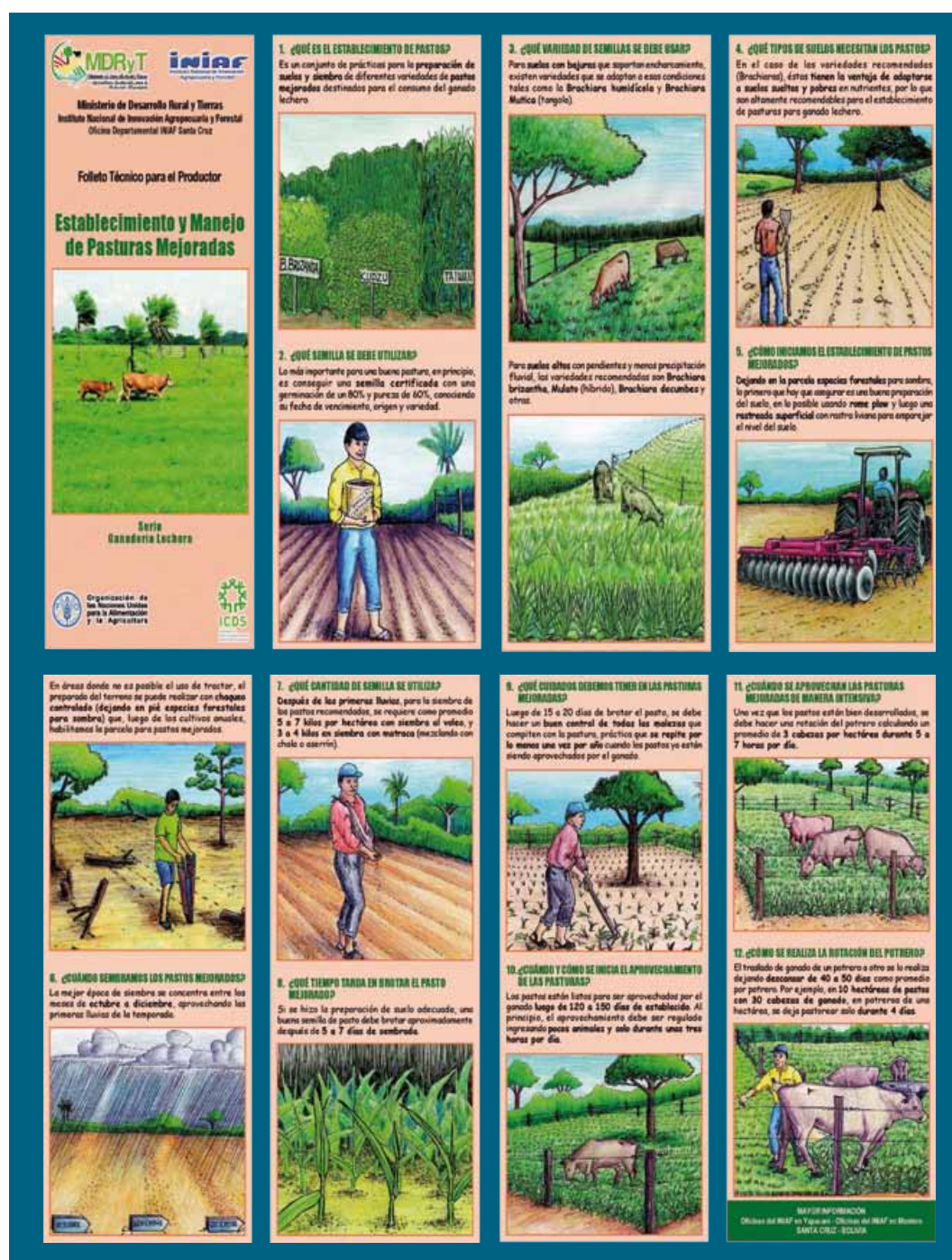
1 Pioneering participatory communication experiences based on the use of video and multimedia packages were implemented in Bolivia between 1993 and 1997 with the FAO project "Communication for the Development of Latin America" (GCP/RLA/114/ITA).

2 The modules are available on the CSDI project website at <http://www.csdinitiative.org/projects/modulos-de-conocimiento-y-comunicacion-mcc-para-la-innovacion-y-el-desarrollo-rural.html>





Figure 7.3 Technical sheet for producers on dairy cattle



Intensive training-of-trainers (TOT) courses on the Audiovisual Pedagogy methodology and its application were offered to local technicians, communication practitioners, extensionists and community agents. A total of 162 men and women were trained as *operadores locales de la innovación*, to act as facilitators and train

small producers in their own communities. Across the different pilot areas, the training activities conducted by the local facilitators reached hundreds of producers from 54 different rural communities.

As part of the capacity development programme, the project also conducted training workshops at national and departmental level on ComDev planning and implementation, to strengthen technical capacities in ComDev and improve institutional services for agriculture and rural innovation. The overall process of capacity development involved 52 different institutions and rural organizations of the Bolivian innovation system.

An evaluation case study conducted in Yapacaní (Camacho, 2011) highlighted how the ComDev methods used were appropriate to the characteristics of the target population. The training approach was primarily based on learning-by-doing, knowledge dialogue and exchange of experiences, conducted in a highly participatory, dynamic and interactive manner. The set of multimedia materials developed, especially video, proved effective in showing the concrete possibility for change and innovation in local settings.

The end-users were considerably satisfied with the capacity development offered at community level. Video was considered the most relevant and useful tool to show similar farming experiences and demonstrate the production increase experienced by other farmers. The facilitators were satisfied with the process of mutual learning and consolidated their capacity to use ComDev methods as a tool for their work. The study detected new knowledge and work practices in the community, as a result of the training and practical activities that sparked the interest of the participants and motivated them to innovate (Camacho, 2011).

## 2.4 COMDEV IN CLIMATE CHANGE ADAPTATION

ComDev can significantly enhance the resilience of rural population to external factors such as natural disasters and climate variability, improving their livelihood options. Successful adaptation depends on the active and sustained engagement of governments, national, regional, multilateral and international organizations, the public and private sectors, civil society and other relevant stakeholders (UNFCC, n.d.). ComDev helps bring people and institutions together to plan for the future, calling for continuous dialogue among peers, steady knowledge exchange and use of horizontal communication approaches and strategies (FAO, 2010a).

An example that demonstrates how ComDev may be applied to climate change adaptation programmes is the **local communication plan for promoting improved management of saline-tolerant rice variety in the framework of the Emergency Cyclone Recovery and Restoration Project (ECRRP)** in Bangladesh.



## Project description

The ECRRP project supports medium to long-term efforts to facilitate recovery from damages to livelihoods and infrastructure in Bangladesh, caused by Cyclone Sidr in 2007. It helps build long-term preparedness through improved disaster risk reduction and management. In particular, ECRRP provides agriculture recovery assistance in crop, livestock and fishery by introducing sustainable improvements to agricultural practices and supporting community mobilization.

The major methodology used is **Farmer Field School (FFS)** which provides a good avenue for collective hands-on learning among farmers. To reinforce the key information or critical knowledge that farmers could acquire and put into practice, ECRRP developed a communication component. This included needs assessments and awareness raising activities, to enable targeted communities and farmer groups to fully benefit from promising rice farming technologies.

## Objectives

The communication component was designed based on a participatory rural communication appraisal (PRCA) conducted in December 2012 among four FFS groups in Amtali, Barguna District. PRCA results (see **Table 1.4 in Module 1**) revealed the lack of necessary information and skills to manage and produce improved seed varieties as a way for coping with cyclone-related emergencies – this priority issue could be best addressed by communication. In particular, the focus was on improved management of a **saline-tolerant rice variety (STRV)**.

In the context of local FFS, the communication plan was designed to accomplish two main goals:

- increase awareness and access to information on the features and advantages of STRV over other rice varieties, and on the range of farming techniques recommended;
- develop capacities and facilitate knowledge sharing among farmers, particularly within FFS initiatives, on improved management of STRV.

The underlying assumption is that by acquiring knowledge and skills farmers can, in turn, trigger a change in their farming practices and adopt innovative varieties and/or technologies to become more resilient to natural disaster damages.

## Stakeholders

Primary stakeholders of the ECRRP local communication plan were certainly the farmer groups participating in FFS activities and their communities. Table 7.3 lists all groups of stakeholders who participated in planning and implementing the communication plan, indicating the roles and responsibilities assigned to each.

Table 7.3 **Roles and responsibilities of ECRRP local communication plan stakeholders**

Stakeholder	Role/responsibility
ECRRP project staff	<ul style="list-style-type: none"> <li>• Coordinate with FFS and provide training materials on STRV</li> <li>• Recommend needed subject matter specialists</li> </ul>
Upazila (local authority) Agriculture Office	<ul style="list-style-type: none"> <li>• Give an institutional home to project activities</li> <li>• Recommend needed subject matter specialists</li> <li>• Facilitate FFS and serve as co-host of the radio programme</li> </ul>
Krishi Radio (local community radio)	<ul style="list-style-type: none"> <li>• Take the lead in planning and implementing communication activities and the broadcast campaign</li> <li>• Take charge of communication materials and radio programme production</li> <li>• Document, monitor and evaluate the campaign in terms of: <ul style="list-style-type: none"> <li>- number of listener groups through time</li> <li>- improvement in their KSAP on STRV (before/baseline and after the ComDev intervention)</li> <li>- rice harvest after the intervention</li> </ul> </li> </ul>
Farmer Field School (FFS)	<ul style="list-style-type: none"> <li>• Organize listening groups among member farmers</li> <li>• Coordinate with Krishi Radio on campaign activities</li> <li>• Stimulate internal debate and follow up on the campaign</li> </ul>

## ComDev methods and tools used

Addressing the issues prioritized through the communication appraisal, a simple ComDev strategy was developed for implementation at the local level, as illustrated in Table 7.4.

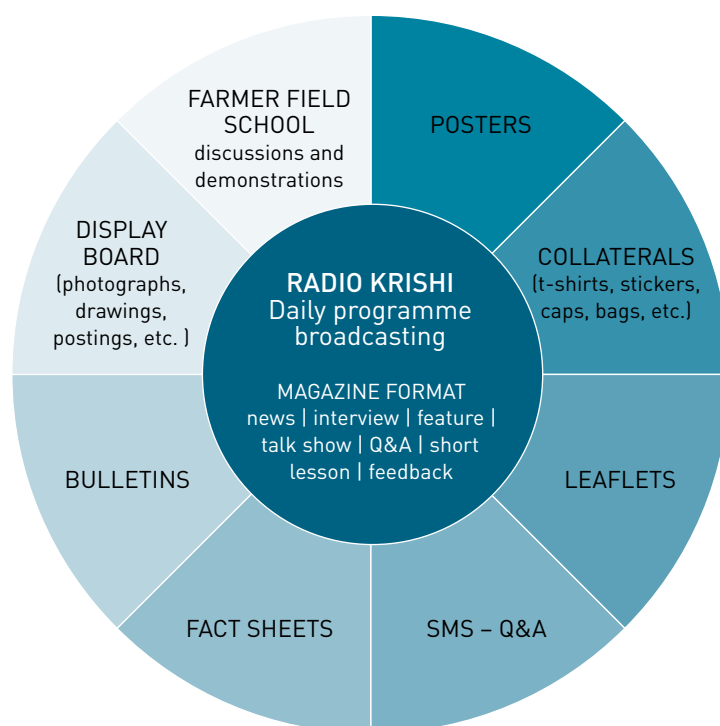
Table 7.4 **ECRRP local communication strategy matrix**

Key issue: Poor knowledge about improved management of STRV				
Priority stakeholders	Communication objectives	Core content	Source	Communication channels
FFS Farmers	1. Describe the features and advantages of STRV	Features and advantages of STRV	Subject matter specialist	Radio, leaflet, poster
	2. Observe and discuss the improved practices	Improved practices for managing STRV	Subject matter specialist	Radio, photo on display board
	3. Adopt improved practices in farms and share with other farmers	Success stories on STRV adoption	Innovative farmers	Radio, fact sheet

The media selection took into consideration the centrality of the rural radio station in the target area, but aimed at increasing the reach and impact by complementing broadcasts with other communication channels and resources available in the community. Figure 7.4 shows the combination of media, with radio as the main hub.



Figure 7.4 **ECRRP media mix**



Finally, the strategy was translated into a basic work schedule identifying a concrete set of activities distributed over a period of four months, as follows:

Table 7.5 **ECRRP work schedule**

Activity/Month	1	2	3	4
<b>A. Planning (two weeks before actual planting)</b>				
Establish collaboration with ECRRP, FFS, Upazila Agriculture Office and Krishi Radio through appropriate contracts				
Identify focal persons for ECRRP, FFS, Upazila Agriculture Office and Krishi Radio				
Create working committees				
Discuss the information and communication plan with the FFS members (to include local agricultural officers, farmer leaders, Krishi Radio)				
Participatory crafting of messages				
Develop, test and produce the radio programme and complementary communication materials				
Solicit sponsors for the campaign				
<b>B. Implementation</b>				
Launch the campaign to create visibility and awareness (press release, programme, radio plugs, posters, collaterals)				
Conduct the series of radio programmes aligned with FFS activities				
Monitor campaign activities				
<b>C. Post implementation</b>				
Evaluate the information and communication campaign				



## Major results and lessons learned

FFS technicians and farmers were trained for the implementation of ECRRP communication plan, in particular on participatory radio planning and production. They produced a series of 12 radio episodes on STRV that covered topics from seed bed preparation and land cultivation to transplanting, pest and weed management, irrigation, proper harvesting and marketing. The programmes were broadcast by the local community radio station, Krishi Radio, at the same time as the FFS classes were taking place.

The combined strategy of community radio and FFS was extremely useful in informing and promoting knowledge sharing among farmers on how to handle climate change and eventually cope with it. The collaboration with local government authorities and media was useful to extend relevant information to a larger group of stakeholders.

Likewise, the partnership with local agricultural, research, academic and development organizations and institutions ensured the availability of local, credible information sources and experts participating in radio programmes and other communication activities. This contributed towards maximized use of local resources and increased knowledge exchange.

Participation and training of community members in the planning and implementation of the communication plan generated interest in and appreciation of the radio programmes and built a pool of local community broadcasters. Besides FFS and the STRV topic, community radio has opened a space for farmers to ‘talk’ and to easily access agriculture and climate change information.

### 2.5 COMDEV IN DISASTER RISK MANAGEMENT

Disaster risk management initiatives aim at strengthening the capacities and resilience of households, communities and institutions to protect lives and livelihoods. ComDev can help vulnerable rural communities to get organized for a quick response or to avoid being exposed to risks, for example, by:

- implementing awareness and education campaigns to inform and guide the population (on threats, preventive measures, institutional responsibilities, etc.);
- promoting active participation of vulnerable communities in risk management plans and policies;
- identifying current practices, adaptation strategies and coping skills;
- documenting and validating best indigenous practices and local technologies;
- involving rural communities in monitoring key indicators;
- implementing early warning systems using community-based communication channels;
- mobilizing the support of different social sectors to promote rehabilitation and reconstruction in affected communities.





The FAO project for **Strengthening Community Preparedness and Resilience to Natural Disasters in Dominican Republic, Haiti and Jamaica** demonstrates how development initiatives aimed at reducing risks and vulnerability to extreme environmental events can benefit from applying the principles of sound ComDev planning (FAO, 2013b).

## Project description

Hurricanes frequently hit the Caribbean threatening the livelihoods of people who rely on agriculture, fishing and forest resources. Hence, there is a compelling need to effectively communicate immediate and long-term measures that could reduce the risk of hurricanes damaging people's lives and livelihoods (Protz, 1999). The project intended to better prepare farming and fishing communities in vulnerable areas of Dominican Republic, Haiti and Jamaica to face future disasters and be able to absorb, cope with and recover from them.

## Objectives

The project introduced ComDev as a cross-cutting component to support community-level disaster risk reduction and livelihood resilience efforts, the main objectives being to:

- facilitate the generation, documentation, sharing and application of relevant information and knowledge in support of community-based agricultural disaster risk management (ADRM);
- contribute to increasing awareness, understanding and visibility of project activities and recommended practices at the local, national and regional level.

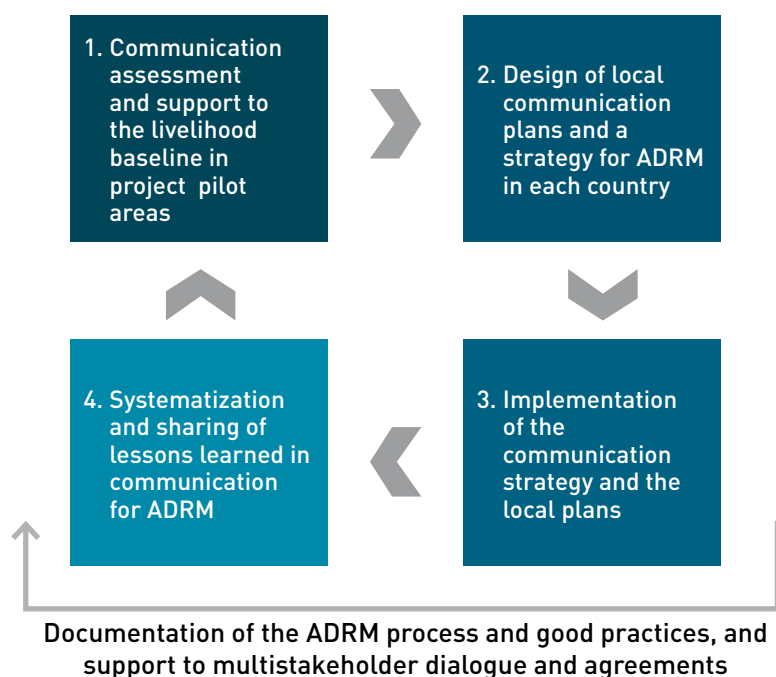
## Stakeholders

Small-scale farmers and fisher folks in rural areas prone to natural disasters were the primary communication stakeholders. Local institutions, media and decision-makers were also involved in the development of information and communication strategies for risk reduction, with a focus on disaster preparedness. Specialized communication institutions participated as partners in each country, namely: l'Organisation Sosyete Animasyon Kominikasyon Sosyal in Haiti, Fundación Taigüey in Dominican Republic, and Panos Caribbean in Jamaica.

## ComDev methods and tools used

ComDev was fully integrated into the community-based ADRM process, from the assessment phase to the documentation of best practices. The main steps leading towards the development and implementation of ADRM communication plans are shown in Figure 7.5.

Figure 7.5 **Steps in the development of ADRM communication plans**



Source: FAO, 2013b

The communication assessment was carried out through focus groups and interviews (based on simple guidelines) covering:

- key stakeholders/groups to be involved in ComDev planning;
- communication needs;
- local entities and options for learning and sharing good ADRM practices;
- communication resources and ADRM knowledge/information sources at the community level;
- suitable channels for community-based early warning systems.

In parallel, the livelihood baseline assessment (LBA) was documented through simple, low cost media including: short videos, testimonials of key stakeholders, photo series documenting major problems and good ADRM practices. These were later used for the production of instructional materials (e.g. community albums, posters, technical leaflets). Feedback sessions were organized to discuss the results of the livelihood assessment and document the ADRM agreements.

A national communication strategy was designed for each country, prioritizing awareness raising, training and information sharing activities in support of the overall ADRM planning process. The local communication plans were prepared and validated with community members in each pilot area specifying:

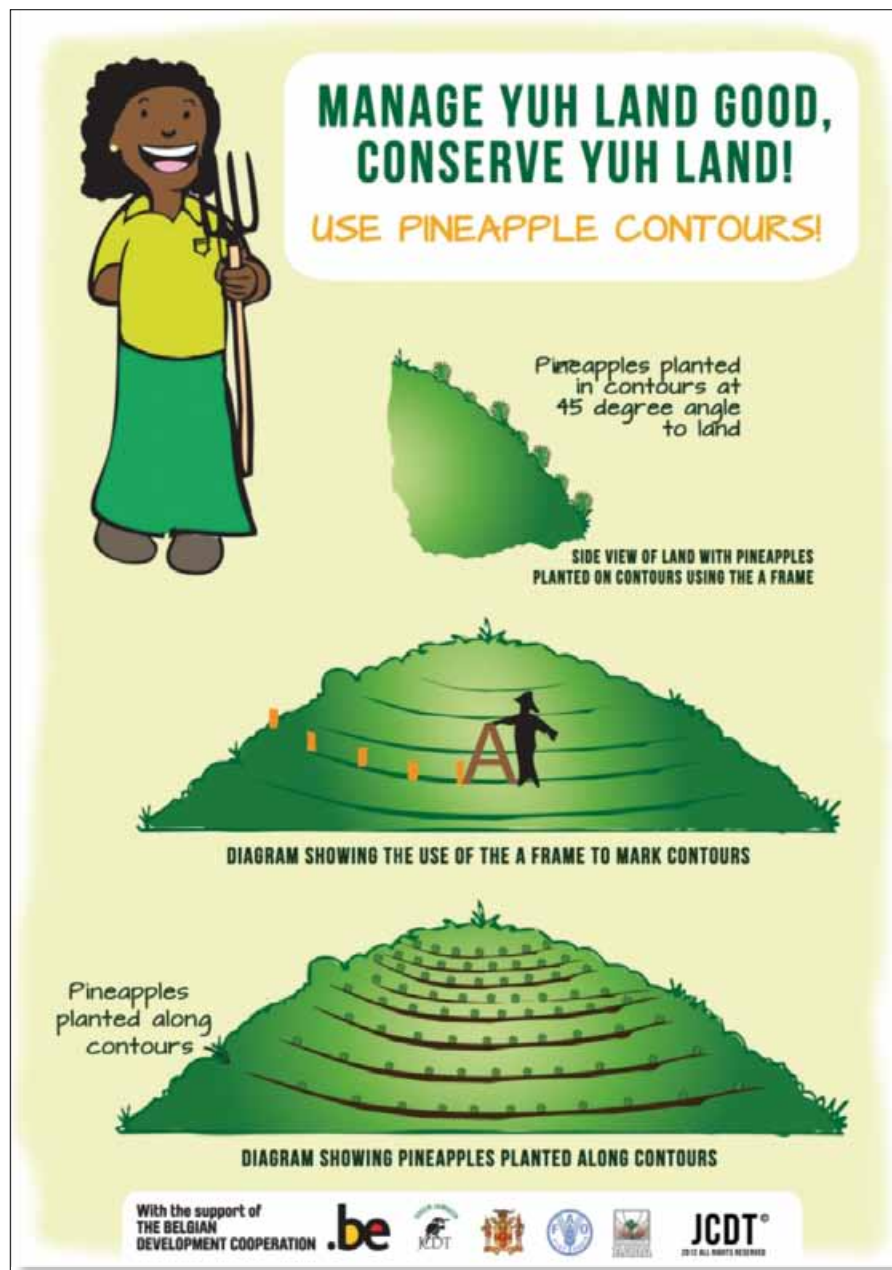
- target audiences and stakeholders;
- key themes/messages related to priority ADRM activities to be supported;
- selected communication channels and activities at the community level;



- multimedia materials to be produced;
- training activities in ComDev;
- detailed arrangements and workplan for implementation.

During the implementation stage, multimedia communication materials were produced and pre-tested, with the participation of stakeholders; while community ADRM agents were trained in the use of ComDev tools.

Figure 7.6 **Poster promoting good ADRM practices in Jamaica**



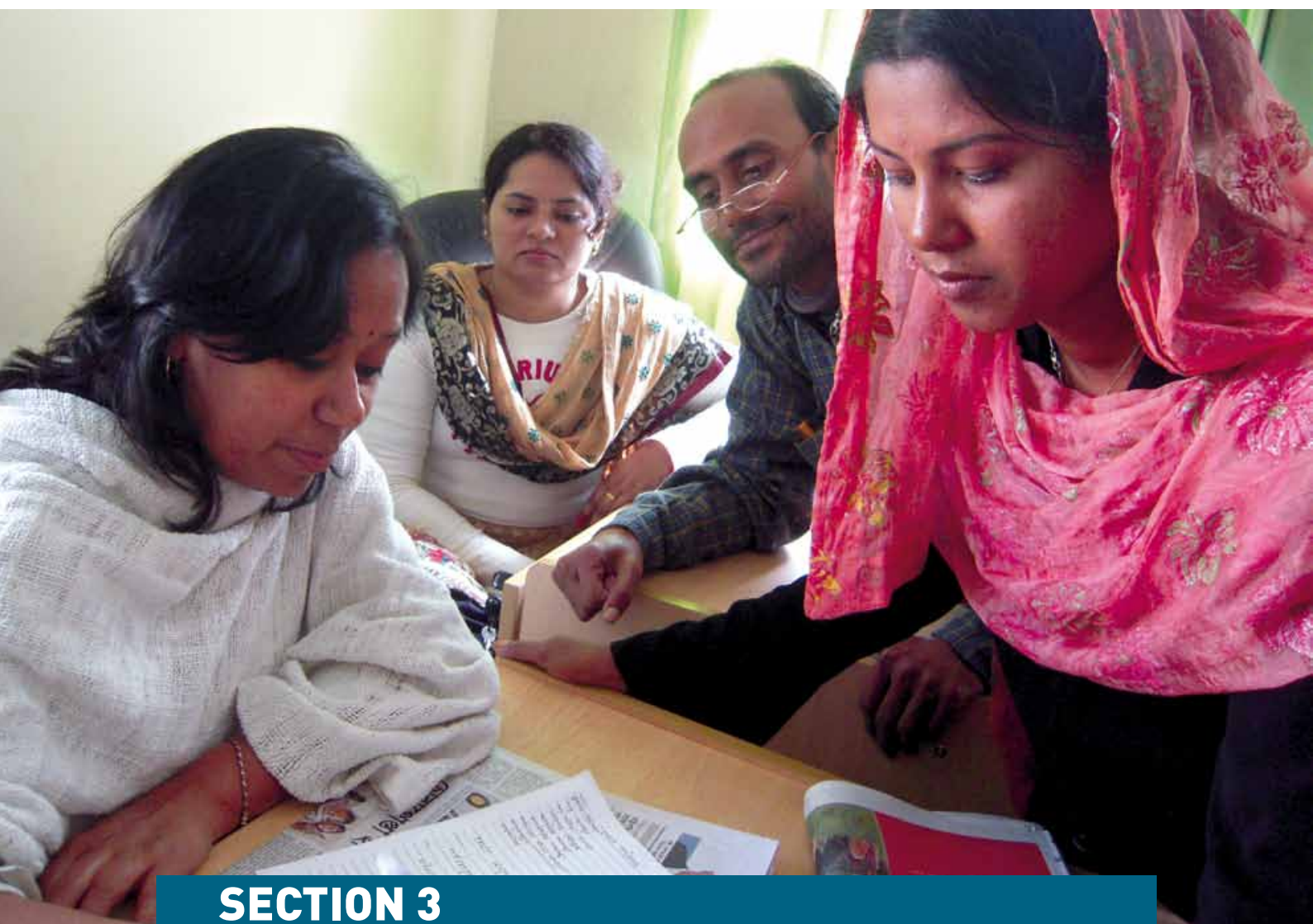
## Major results and lessons learned

The project recorded a high level of commitment and enthusiasm for ComDev activities and processes from local organizations and communities, who were willing to use their own resources and creativity to generate useful communication materials. For example, individuals who experienced hurricanes or other disasters were asked to share their first-hand accounts and this approach has often been more effective.

Some general lessons about the value added ComDev can bring to ADRM include (Panos Caribbean, 2013):

- Communication needs to be planned from the **very beginning** of the ADRM planning process at all levels.
- Communication needs must be fully accounted for in terms of **financial and human capacity** at national level and within each community (communication tasks need to be included in the job description of extension officers and other resource people).
- Continuous **monitoring** activities are needed and an evaluation of communication impact after year one of implementation – ad hoc resources need to be allocated.
- Communication efforts should link “**culture**” with “**agriculture**” when communicating disaster preparedness and risk reduction. The role of farmers and the importance of food security, especially in times of potential natural disasters, need to be given higher status.
- **Training in ComDev** and media skills needs to be done early in the process – especially at the community level – to allow more people to be involved and to increase the chances for generating good communication materials.
- Proposed materials need to be **pre-tested** with focus groups to ensure comprehension and effectiveness.
- **Existing communication efforts** need to be maintained and funded to keep the momentum going.
- **Community voices** must continue to be heard and captured so that resources for ADRM and community resilience stay on the **agenda**.





## SECTION 3

# PLANNING A COMDEV PROJECT

Now that the rationale, nature, context and phases of ComDev planning have been described, readers should be ready to prepare their own ComDev strategy and plan. This section includes a final learning activity as guide for enacting a ComDev process, step by step. Using the other modules of this sourcebook as a reference, especially **Modules 2 and 3**, readers will be able to handle the ComDev planning process with ease and confidence.

The exercise is designed to use any project that readers are currently working on. A pilot site should be chosen to delimit data gathering and level of analysis. Once this is done, the same process can be replicated in other areas. It is good to start small and expand the scope and coverage of a project later on.

Each step is accompanied by a concrete example from a ComDev initiative undertaken by the International Rice Research Institute (IRRI) in Lao PDR. The project promoted Ecologically-Based Rodent Management (EBRM) in Don Moune Village, Luang Prabang.

### 3.1 SITUATION ANALYSIS

#### Preliminary identification of key issues

Before going to the proper communication appraisal, it is important to pin down the key issues or problems that the ComDev strategy will address. This will serve as the context on which the next steps will be hinged.

*What issues in a local community require a ComDev plan as a solution?* Issues can revolve around problems or gaps between the ideal and the current situation. To generate this information, the following methods and tools may be used (see Module 2):

- review of reports of previous projects on the subject;
- key informant interviews (KII) with people who are knowledgeable about the subject;
- focus group discussions (FDG) among the intended stakeholders;
- problem tree analysis.


 In the case of the rodent control project, important issues were found by comparing the desired situation with the observed one in the area. Observation and results of FGD with extension workers and farmers, as well as KII with officials from the local agriculture office were used to generate the data shown in Table 7.6. A problem tree could also provide good results on key issues.

Table 7.6 **Identification of key issues on rodent control based on secondary data, FGD and KII**

Ideal situation	Existing situation	Issues / Gaps
Farmers view rodents' threats to their production as significant	Farmers have been used to having losses due to rodents and view it as normal	Lack of knowledge on actual losses
Farmers see that there are opportunities for improving rodent control efforts in the community; that addressing the problem the wrong way will make rodent infestation a chronic problem	Farmers are satisfied with just the conventional methods for controlling rodents	Lack of knowledge and skills on the use of more effective and efficient rodent control technologies
Farmers understand the biology, taxonomy, and ecology of rodents so as to appreciate the value of more upgraded methods of controlling them	Farmers are aware that rodents grow in number every harvest season when there is plenty of grain for them in the farm or rice stores	Lack of knowledge on how fast rodents can multiply, where they live, and the different species that would require different treatments
Farmers appreciate the importance of collective action for a more effective rodent control effort	Farmers do rodent control on an individual basis	Lack of appreciation of collective action





Worksheet 2.1 can be used as a template to identify and organize the key issues and communication entry points identified in a given project.



**WORKSHEET 2.1 IDENTIFICATION OF KEY ISSUES AND COMMUNICATION ENTRY POINTS**

Project goal (Ideal situation)	Key development issue(s) (Existing situation)	Communication entry points (Issues/Gaps)

### Analysis of policies and programmes

The next step is to review programmes and policies that may either facilitate or impede ComDev work in the chosen area. The commonly used methods include KII with the local office which is relevant to the project (e.g. agriculture office). Policy documents may also be used if available.


 Using the rodent control project as an example, findings of this analysis are shown in Table 7.7.

Table 7.7 **Analysis of programmes and policies related to rodent control in Lao PDR**

Item	Remark
Relevant policies a. National b. Local	None Village level ordinance banning the sale and use of rodenticides in the area
Existing programmes and services in the area related to the project	There is an ongoing disease prevention and control programme of the Ministry of Health's local office, which includes rodent control
Policy makers and opinion leaders who support the programme	There is no clear indication that rodent control is a priority concern in agriculture by the government

The above data imply that rodent control is still at its infancy stage in Lao PDR and that the government does not see it as a priority concern, yet. This can be a constraint, while at the same time, an opportunity to introduce EBRM using trap barriers through the ComDev plan.

The information gathered about relevant programmes and policies will be then used to fill in **Worksheet 2.2**.



## WORKSHEET 2.2 ANALYSIS OF POLICIES AND PROGRAMMES

<b>Relevant policies</b> a. National b. Local	
<b>Existing programmes and services in the area related to the ComDev plan</b>	
<b>Policy makers and opinion leaders who support the programme</b>	



## Organizational mapping

The key questions that need to be answered at this stage are: *What organizations or institutions in the project site are working on the same issues? What is their capacity and what are their resources? What roles are they playing?*



Mapping of organizations or institutions doing work related to rodent control generated the data in Table 7.8 below.

Table 7.8 **Potential partner organizations for rodent control in Lao PDR**

Organization/institution and mandate	Communication capacity and resources	Potential role in ComDev
<b>Provincial Agriculture and Forestry Extension Office (PAFO)</b>  Manages provision of extension services at the provincial level	<ul style="list-style-type: none"> <li>• Can mobilize hundreds of extension workers under its jurisdiction</li> <li>• Has budget for communication materials</li> </ul>	<ul style="list-style-type: none"> <li>• Train and coach district extension workers</li> <li>• Develop extension materials for specific projects</li> </ul>
<b>District Agriculture and Forestry Extension Office (DAFO)</b>  Manages provision of extension services at the district level	<ul style="list-style-type: none"> <li>• Can mobilize a number of extension workers under its jurisdiction</li> <li>• Perceived as credible sources of information by farmers</li> </ul>	<ul style="list-style-type: none"> <li>• Provide face-to-face extension assistance to farmers</li> <li>• Make the necessary recommendations for problems encountered in the field</li> <li>• Connect farmers with subject matter specialists</li> </ul>
<b>Village extension worker</b>	<ul style="list-style-type: none"> <li>• An experienced farmer chosen by the village and trusted</li> </ul>	<ul style="list-style-type: none"> <li>• Represent the village in farmers training and echo the same to other farmers in the village</li> </ul>
<b>Village head</b>	<ul style="list-style-type: none"> <li>• Person to whom the farmers immediately go to when they encounter problems in their farms</li> <li>• Can influence collective action and decision</li> </ul>	<ul style="list-style-type: none"> <li>• Convene village meetings to provide information to farmers</li> </ul>
<b>GTZ (now GIZ)</b>  Provides technical assistance to country development projects	<ul style="list-style-type: none"> <li>• Has rodent control as a component of their integrated development project in the country</li> </ul>	<ul style="list-style-type: none"> <li>• Will link rodent control with health issues in the village</li> </ul>
<b>World vision</b>  Provides technical assistance to country development projects	<ul style="list-style-type: none"> <li>• Long experience in development work in the country; can provide good lessons on rodent control</li> </ul>	<ul style="list-style-type: none"> <li>• Conduct training on rodent biology, taxonomy, and ecology as basis for effective rodent control</li> </ul>

The information above serves to identify who can be involved in the planning and implementation of various ComDev activities. Mapping results show that GIZ and World Vision can serve as good sources for technical content on rodent control. On the other hand, the village head will be an important player for face-to-face communication and information provision.

For projects related to agriculture, a key informant in the field will be the local agriculture office. Or the local government unit, as it will surely have led the planner to the right sources. Once the needed data are acquired, they can be organized using Worksheet 2.3.



### WORKSHEET 2.3 ORGANIZATIONAL MAPPING

Organization	Mandate	Communication capacity and resources	Potential areas of collaboration

## 3.2 VALIDATION OF SITUATION ANALYSIS THROUGH FIELD PRCA

The preliminary set of data gathered will be the basis of the ComDev assessment. Once the priority communication issue to address has been identified, these data can be enriched and validated by proceeding with field analysis of stakeholders, their KSAP, communication resources and social networks (see Module 2).

### Stakeholder analysis

This involves identifying and prioritizing the individuals or groups who will have an interest or influence in the ComDev initiative. The ComDev strategy and plan should be designed with them in mind. People with an interest in the project's success (or failure) should be clustered into groups and prioritized based on levels of interest and influence.



Using the rodent control project, the following list was generated for stakeholder profiling:

Table 7.9 **Rodent control stakeholders in Lao PDR**

Priority	Stakeholder	Reason	Characteristics
<b>Top priority</b>	Rice farmers in Don Moune Village covered by the EBRM project	They are the first priority project stakeholders and beneficiaries whose interest, commitment, and action will affect greatly the rodent control project's success in the area	Low education; ages ranging from 25–70; mostly males; farming for 25 years on average; low income; no other source of income; lack access to technologies; speak local dialect only
<b>Second priority</b>	Policy makers at the district and village level	Their policies are reflected in: the type of support services provided to the farmers; the approach of extension workers; and, field level activities that will be given priority attention in the agricultural sector	Secondary or tertiary level of education; average age of 52; males; influential government officials; some understanding/speaking of basic English
<b>Third priority</b>	District Agriculture and Forestry Office extension workers	They support service providers whose communication content and strategies are likely to affect farmers' behavior towards rodent control	University degrees; males; working with farmers for an average of 40 years; some background on rodent control from previous training

A similar table can be created using Worksheet 2.5



## WORKSHEET 2.5 STAKEHOLDER ANALYSIS

Priority	Stakeholder group	Reason	Characteristics
Top priority			
Second priority			
Third priority			
Bottom priority			

## KSAP analysis

For this portion, the key question to be answered is: *What are the stakeholders' current knowledge, skills, attitudes and practices (KSAP) about the issue prioritized?* This is where the PRCA methods and tools will prove useful. FGD, KII or both can be used to generate the needed data.


 For the rodent control project, results of KSAP analysis are summarized in Table 7.10.

Table 7.10 **KSAP analysis on rodent control in Lao PDR**

Stakeholders	Knowledge	Skills	Attitudes	Practices
Rice farmers in Don Moune Village covered by the project	<ul style="list-style-type: none"> <li>Rodents attack during late night or early morning</li> <li>Cats with big heads are lazy and poor at catching rodents</li> <li>Rodents can migrate from one village to another</li> </ul>	<ul style="list-style-type: none"> <li>Some know how to make local traps</li> <li>Skillful only in trapping single rodent</li> <li>Low skill in using EBRM methods for controlling rodents</li> </ul>	<ul style="list-style-type: none"> <li>Do not consider losses due to rodents as significant</li> <li>Favor modern, more efficient, fabricated traps but find them too expensive</li> </ul>	<ul style="list-style-type: none"> <li>Use traps made of local materials</li> <li>Domesticate cats with big heads, as these are the ones that catch rodents</li> <li>Dig hole and put bait inside to trap rodents</li> <li>Place traps in the field one month after planting until harvest</li> </ul>
Policy makers at district and village level	Aware of the bad effect of rodenticides on people and the environment	Not familiar with skills associated with EBRM	Favor the use of less harmful and less cumbersome technologies for controlling rodents	Publicize a village resolution to ban the use of rodenticides
District Agriculture and Forestry Office (DAFO) extension workers	Low level of knowledge on rodent biology, taxonomy and ecology	Low skill in using EBRM methods	Favor combination of various local methods to control rodents	<ul style="list-style-type: none"> <li>Assist the farmers in making use of traps and pits to catch rodents</li> <li>Organize farmers so rodent control will be a collective and a synchronous effort in the village</li> </ul>

Worksheet 2.6 can be used to organize findings of KSAP analysis.



## WORKSHEET 2.6 KSAP ANALYSIS

Stakeholder group	Knowledge	Skills	Attitudes	Practices





## Analysis of communication resources

PRCA also involves looking into the communication resources of the intended stakeholder group or community. The guiding questions for data gathering are: *What communication facilities or channels or media sources exist? Who owns these platforms? Who are the influential groups and why are they influential?*


 In the rodent control example, the communication resources identified are those listed in Table 7.11. In particular local leaders and peers were indicated as the most trusted source of information on agricultural topics, while mobile phones thanks to their relatively high penetration could be helpful in case of emergency communications.

Table 7.11 **List of communication resources in Lao PDR**

Communication resource	Ownership and prevalence	Potential for use in the rodent control project
<b>Mass media:</b> <ul style="list-style-type: none"> <li>• radio</li> <li>• television</li> <li>• newspapers</li> </ul>	All newspapers are state-owned. TV and radio stations have mixed government and private ownerships. National radio and TV stations have low listenership and viewership as they carry only news about government activities.	Current mass media rarely focus on very specialized topic like rodent control. They focus mostly on news about the government.
<b>ICTs and social media</b> <ul style="list-style-type: none"> <li>• mobile phones</li> <li>• email</li> <li>• facebook</li> <li>• others</li> </ul>	There is at least one mobile phone in every farming household.	Mobile phones can be used as a channel for immediate information and knowledge exchange, especially during rodent outbreaks.
<b>Internal information sources</b> <ul style="list-style-type: none"> <li>• local leaders</li> <li>• other influential people</li> </ul>	The village extension worker and village head are most credible sources of information on agricultural matters.	Interpersonal sources are the most prevalent means for information exchange and knowledge sharing on agricultural matters. Peers and local leaders are important for circulating knowledge in the village.
<b>Other information service providers</b>	Staff and personnel of other development projects are in frequent contact with villagers.	If these projects have common interest on rodents, then they can partner with the ComDev team.

A similar table can be created using **Worksheet 2.7**



## WORKSHEET 2.7 ANALYSIS OF COMMUNICATION RESOURCES

Communication resource (sample items)	Ownership/prevalence	Potential for use
Mass media		
Community and folk media		
ICTs		
Internal information sources		
External information sources		

### Social network analysis

The last part of the PRCA analysis involves mapping the patterns of social networks in the community. It is most appropriate to use FGD for this activity because this involves capturing the power structures and the flow of information and knowledge between and among different project stakeholders. Here are sample questions for the FGD:

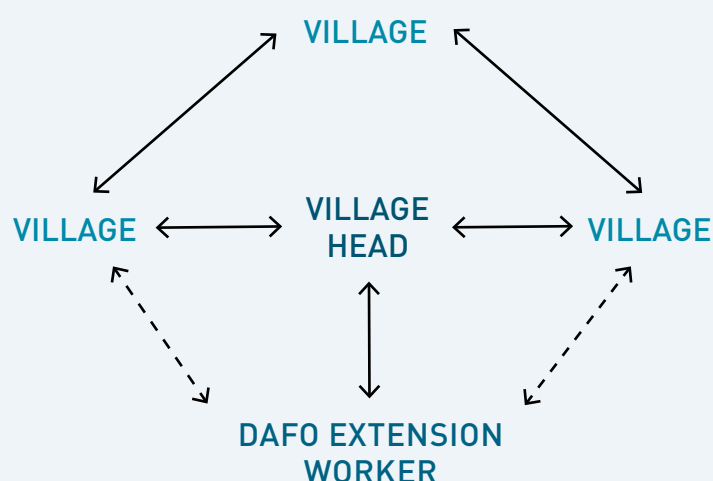
1. Which individuals and groups play central roles in rodent control? Who are the thought leaders, key knowledge brokers, information managers, etc. in this field?
2. Where are the bottlenecks in the knowledge flow? Who are the isolated individuals and groups?
3. How can the flow of knowledge in the community be improved?
4. Which individuals and which groups will benefit the most from better knowledge sharing about rodent control?

Based on the FGD exercise using meta cards, participants can be asked to post and indicate their preferred way of interaction with one another concerning farming.



**□** In the case of the rodent control project, the patterns that emerged are shown in Figure 7.7. In Lao PDR, communities are grouped into village clusters (of about 20–25 families) under the leadership of a village head. The farmers indicated that the village head is the one who officially links up with extension workers for farm problems on behalf of his village cluster. This, however, does not prevent the farmers from dealing with extension workers directly. As interpersonal networks within the village cluster are very strong, especially for daily life and farming concerns such as rodents, it would be appropriate to deal with farmers as a group, rather than individually.

Figure 7.7 **Pattern of social networks among stakeholders in rodent control at Don Moune, Luang Prabang, Lao PDR**



### 3.3 PREPARING THE PRCA REPORT

At this point, the data collection needed to prepare the PRCA report should have been completed. For ease of reference, **Worksheet 2.8** can be used to summarize all the relevant PRCA information. The next thing to do is to analyze what these data mean, and what their implications are in the ComDev plan that will eventually be formulated. **Section 4 of Module 2** gives detailed guidelines on how to write up a PRCA report.



## WORKSHEET 2.8 KEY RESULTS OF PRCA

Research dimensions	Research questions	Key findings
Key development issues and communication entry points		
Policies and programmes that can facilitate or hinder the ComDev plan		
Potential partner organizations		
Priority communication stakeholders		
Stakeholders' knowledge, skills, attitudes and practices (KSAP)		
Available communication resources		
Existing social networks		

### 3.4 ASSEMBLING THE COMDEV STRATEGY

After producing the PRCA report, the ComDev strategy and plan may now be worked out. As explained in **Module 3**, this phase includes six major steps:

1. Selecting the communication entry points
2. Identifying and profiling priority stakeholders
3. Setting stakeholder-oriented, workable communication objectives
4. Choosing appropriate communication approaches
5. Identifying the core content of the ComDev strategy
6. Selecting or combining appropriate communication methods and media



The assemblage of all these elements into a full-fledged ComDev strategy is done based on the PRCA findings. Using the example of the rodent control project, the strategy matrix will look somewhat like Table 7.12.

Table 7.12 **ComDev strategy matrix for rodent control in Lao PDR**

Priority stakeholder	Communication objective (Desired change in KSAP)	Core content	Communication method/ channel
Rice farmers	At the end of the three month period, at least 50 percent of the rice farmers in Don Moune village should be able to: <ul style="list-style-type: none"> <li>• identify and differentiate at least three species of rodents infesting their fields</li> <li>• explain how rodents develop, grow, reproduce, and behave</li> <li>• assess current rodent control skills and practices</li> <li>• adopt EBRM for rodent control</li> </ul>	Taxonomy, biology and ecology of rodents	Training Seminars (aided with live specimens, flipcharts, posters)
Policy makers	At the end of the three month period, the local policy makers should be able to : <ul style="list-style-type: none"> <li>• promote the adoption of EBRM as a safer and cheaper alternative for rodent control</li> </ul>	<ul style="list-style-type: none"> <li>• How EBRM works</li> <li>• Applications in other places showcasing effectiveness of trap barriers</li> </ul>	Appointed meetings Policy briefs
Extension workers	At the end of the three month period, the extension workers should be able to: <ul style="list-style-type: none"> <li>• identify and differentiate the species of rodents infesting their fields;</li> <li>• explain how rodents develop, grow, reproduce, and behave</li> <li>• assess current rodent control skills and practices</li> <li>• demonstrate the advantages of EBRM for rodent control</li> <li>• organize farmers for collective rodent control</li> </ul>	<ul style="list-style-type: none"> <li>• Taxonomy, biology and ecology of rodents</li> <li>• Social mobilization</li> </ul>	Training Seminars (aided with live specimens, flipcharts, posters)

Worksheet 3.1 is the template to fill in with all the elements needed for a ComDev strategy. For a review of all the steps involved in strategy design, readers should refer back to Module 3.



### WORKSHEET 3.1 COMDEV STRATEGY MATRIX

Key issue(s) addressed: \_\_\_\_\_

Priority stakeholder	Communication objectives	Communication approaches	Core content	Communication methods and channels

### 3.5 TRANSFORMING THE STRATEGY INTO A PLAN OF ACTION

Before turning the ComDev strategy into a proper work plan, it would be ideal to assess it with concerned stakeholders in the community such as extension workers, other organizations working on the same issue, village leaders and farmers themselves. A series of consultations and meetings will help ensure that the communication strategy fulfills the community's needs and is socially acceptable based on prevailing local norms.

A concrete plan of action will delineate, for each objective, all the communication activities, expected outputs, specific responsibilities and schedule. This has to be complemented with an estimate of the funds available and needed to cover each activity. Assuming that the ComDev strategy will be undertaken within the next year, **Worksheet 3.2** can be used to draft an operational framework. With the plan of action at hand, it will be easier to manage the different ComDev activities.



### WORKSHEET 3.2 COMDEV PLAN OF ACTION

Communication objectives	Activity	Output	Schedule	Person in charge	Location	Budget estimate





### 3.6 PLANNING FOR MONITORING AND EVALUATION

Another important aspect of ComDev planning is figuring out how to monitor and evaluate the management and implementation of the activities through the use of participatory techniques and qualitative data gathering.

The first thing to do is to look at the objectives of the ComDev strategy and the baseline data gathered at the beginning of the project, to set attainable, realistic, yet demanding targets. From there, identify suitable indicators, sources and methods as well as human and financial resources needed to collect the relevant data. Readers can go back to **Section 2 of Module 6** for a detailed description of the steps to follow in participatory monitoring and evaluation (M&E) of ComDev activities.


 Table 7.13 provides an example of M&E plan for the ComDev strategy on rodent control in Lao PDR. Only one cell is filled up and all the others are left for the readers to try it out. By the time one is able to complete the table, s/he will have the full mastery of the technique.

Table 7.13 **M&E plan for the ComDev strategy for rodent control in Lao PDR**

Target	Indicator	Data source	Data gathering method	Person in charge	Budget (US\$)
At least 50 percent of rice farmers adopt trap barriers for rodent control after six months	Number of farmers who adopt trap barriers	Project documentation report (current progress vs. baseline)	Checking of records  Actual visit and inspection of rodent traps being used in the village	Project field staff	500

Worksheet 6.1 is a handy tool that will serve as a reference for drafting an M&E plan.



## WORKSHEET 6.1 M&E PLAN

Target	Indicator	Data source	Data gathering method	Person in charge	Budget (US\$)

### Taking a final look

After completing all the tasks and filling in the worksheets, it is important to review the outputs and their coherence.

- *How clear is the relation between the PRCA results and the elements of the ComDev strategy?*
- *Do they provide a solid foundation for setting the communication objectives?*
- *Is it apparent that the objectives determine the core content of the strategy?*
- *Does the selection of channels and media match with the communication needs and preferences of the intended stakeholders? Does it take into consideration the communication resources available in the locality?*
- *Finally, do the objectives provide the elements needed to monitor and assess whether or not the ComDev plan is working as expected?*



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## FURTHER READINGS

### **Communication functions in an evolving context of rural development**

(R. Ramirez, 2005)

<http://biblioteca.clacso.edu.ar/ar/libros/edicion/media/33Chapter26.pdf>

### **FAO expert consultation. Communication for Development: meeting today's agriculture and rural development challenges**

(FAO, 2012)

<http://www.fao.org/docrep/015/i2701e/i2701e.pdf>

### **Framework on effective rural communication for development**

(FAO & GTZ, 2006)

<http://www.fao.org/nr/com/gtzworkshop/a0892e00.pdf>

### **Communication and natural resource management. Experience/Theory**

(IDRC-FAO, 2003)

<http://www.fao.org/docrep/005/Y4737E/y4737e00.htm#TopOfPage>

### **Knowledge and Communication Modules in Bolivia**

(CSDI Bolivia)

<http://www.csdinitiative.org/projects/modulos-de-conocimiento-y-comunicacion-mcc-para-la-innovacion-y-el-desarrollo-rural.html>

### **Advancing Adaptation through Communication for Development**

(FAO, 2010)

<http://www.fao.org/docrep/012/i1553e/i1553e00.pdf>

### **Planting the knowledge seed. Adapting to climate change using ICTs**

(BCO Alliance, 2009)

[https://www.apc.org/en/system/files/BCO\\_ClimateChange.pdf](https://www.apc.org/en/system/files/BCO_ClimateChange.pdf)

### **ICT for disaster management**

(UNDP-APCICT, 2007)

<http://unapcict.org/ecohub/resources/ict-for-disaster-management>

### **ICT for disaster risk reduction**

(UNDP-APCICT, 2010)

<http://unapcict.org/ecohub/ict-for-disaster-risk-reduction-1>



## MULTIMEDIA RESOURCES

### **Video collection - Módulos de conocimiento y capacitación**

(CSDI Bolivia)

<http://www.youtube.com/user/CPDBolivia/videos>

### **E-sourcebook – ICTs in agriculture**

(World Bank)

<http://www.ictinagriculture.org/content/ict-agriculture-sourcebook>

### **Video - Putting climate information into farmers' hands**

(CGIAR-CCAFS)

<http://www.youtube.com/watch?v=FAT26-WWffs>

### **Online resource hub - Community radio and climate change**

(Eldis)

<http://www.eldis.org/go/topics/resource-guides/climate-change/key-issues/community-radio-and-climate-change#.Um-iGnCmjTo>

### **Video - Agricultural Disaster Risk Management in Dominican Republic**

(FAO)

<http://www.youtube.com/watch?v=e3LoyWofLbM>

### **Video - Reducing Risk and Raising Resilience in Jamaica**

(FAO)

<http://www.youtube.com/watch?v=p5lcvCt64TM>

### **E-learning course - Communication is aid**

(Infoasaid)

<http://infoasaid.org/e-learning/course/start>

### **PPT presentation - Introduction to Social Media and Resilience**

(Socialmedia4good)

<http://www.slideshare.net/ifrcsm4resworkshop/11-intro-sm-and-resilience-final-24361779>





# GUIDE TO COMDEV TRAINING



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## SECTION 1

### STEPS IN COMDEV TRAINING

Organizing an effective training course requires careful attention to detail. This section is meant to guide **prospective ComDev trainers**, as well as **programme coordinators**, through the process of designing, organizing and delivering well-tailored and effective ComDev training. The recommended steps are summarized in the box below.

#### Steps in ComDev training

1. Identify the participants and their training needs
2. Formulate the learning objectives
3. Organize the training content
4. Identify the resource persons
5. Set date, venue and duration
6. Select training methods and prepare materials
7. Develop an evaluation strategy
8. Follow up and facilitate knowledge sharing among participants

## STEP 1 IDENTIFY THE PARTICIPANTS AND THEIR TRAINING NEEDS

Planning for an effective training requires identifying **who** the intended participants are. This involves collecting the following information:

- relevant socio-demographic characteristics such as age, gender, education, current job and nature of work;
- knowledge, skills, attitudes and current practices (KSAP) in communication and how these are applied in their development work;
- specific aspects of communication they think they need to be trained in;
- preferred methodologies for training;
- preferred date, duration and time of training.

A **training needs assessment (TNA)** is done focusing on the participants' current knowledge, skills, attitudes and practices, compared to the desired or ideal outcome. The resulting gap between 'what should be' and 'what actually is' is then identified and serves to focus the ComDev training around a specific set of learning objectives.

Not taking time for a training needs assessment can result in a series of negative effects such as:

- including a topic that participants are already very familiar with;
- including a topic that has little relevance to the participants;
- omitting a topic that is important to the participants.

The list of questions below can be used for a rapid assessment of training needs in communication. Ideally these questions should be answered by the prospective participants and their immediate supervisors separately. If this is not possible, then self-assessment by the participants will suffice.

### **Rapid TNA questions**

1. *What is the nature of your current job?*
2. *What knowledge and skills in communication does your current job require?*
3. *Which of these knowledge and skills in communication do you think you still need to be trained in?*
4. *What communication practices do you currently undertake in your job?*
5. *What specific topics in communication do you suggest should be covered by the training?*

A sample of a more elaborate tool for conducting TNA in ComDev can be found in Section 2 of this Guide.





## STEP 2 FORMULATE THE LEARNING OBJECTIVES

The learning objectives are the steering wheel of a training programme. They address the gap between ‘what is’ and ‘what should be’ which emerged from the TNA. Usually, they are defined following the **KSAP sequence**, as indicated below:

- Increasing knowledge (K)
- Improving skills (S)
- Changing attitude (A)
- Enhancing practice (P)

For example, after attending a training based on this sourcebook, learners should be able to:

- Discuss the principles and phases of ComDev planning applied to rural development.
- Carry out participatory communication assessments using PRCA techniques and tools
- Develop a full-fledge ComDev strategy and plan of action.
- Craft effective and locally relevant messages and communication materials.
- Successfully engage local stakeholders in the implementation, monitoring and evaluation of sustainable ComDev activities.

The learning objectives then contribute to defining which topics should be addressed, the duration and learning materials needed for each session.

## STEP 3 ORGANIZE THE TRAINING CONTENT

TNA results and the learning objectives are the best guide to line up the content that the training should cover. Table A below is a portion of TNA results used as a basis for identifying the relevant topics for a training course on ComDev basics.

Table A **Desired ComDev skills and extent that these will benefit respondents’ work**

ComDev Skill	Rating
Communication for Development planning	4.8
Monitoring and evaluation of communication interventions	4.7
Message design and development of communication materials	4.6
Communication research and needs assessment	4.5
Cross-cultural communication	4.4
Formulation of demand-led extension/advisory services	4.4
Communication budgeting	4.3
Knowledge sharing and management	4.3
Handling of community/participatory media	4.2
Multimedia and ICT applications	4.1
Policy dialogue/formulation	4.1
Community facilitation	4.0

(Rating scale: 1 – very low, 2 – low, 3 – moderate, 4 – high, 5 – very high)

The training could cover the entire process of communication planning with the following outline:

### Training course on ComDev planning

#### Course content

1. Communication for rural development: an overview
2. Steps in ComDev planning:
  - Participatory communication appraisal
  - Design of ComDev strategy and plan (including formulation of rural communication services)
  - Implementation of the ComDev plan (including budgeting and handling community media)
  - Message design and development of communication materials
  - ComDev monitoring and evaluation

An extra portion of the training can be devoted to discussing special topics that do not neatly fall in any of the ComDev planning steps, such as:

- Cross-cultural communication
- Facilitation skills
- Policy dialogue
- ICT applications

A good way to organize the content into a more structured training agenda is to identify the specific objectives, duration and learning materials needed for each session. Table B illustrates a sample objective-driven agenda to guide the training team (Chatty et al., 2004).

Table B **Sample training agenda**

Objectives	Topic	Time Allotment	Materials
<ul style="list-style-type: none"> <li>• Discuss the concept of climate change and the adaptation to it.</li> <li>• Draw out participants' knowledge and experiences on climate change adaptation.</li> </ul>	Introduction to climate change and adaptation	30 minutes  30 minutes	<ul style="list-style-type: none"> <li>• Audiovisual materials on weather-induced calamities</li> </ul>
<ul style="list-style-type: none"> <li>• Discuss appropriate communication approaches for climate change adaptation (Use a game with several competing groups of 7 to 8 participants per group).</li> </ul>	Communicating climate change adaptation	45 minutes	<ul style="list-style-type: none"> <li>• Chart with definitions of commonly used communication approaches</li> <li>• Print-out of communication approaches to be posted on chart</li> </ul>





## **STEP 4 IDENTIFY THE RESOURCE PERSONS**

A key to effective training is the selection of competent resource persons who will handle the topics in each module. The time-tested **qualities of a good resource person** are the following:

### **a. Expertise or mastery of the subject matter**

Resource persons must be highly knowledgeable about the ComDev topics they will handle by virtue of their educational training and work experience. They should have the credibility, spontaneity and confidence to explain the topics and provide professional answers or advice when asked by the participants.

### **b. Ability to present topics in organized manner**

Expertise on the subject is useless if the topics are not presented in an organized manner. The resource person should keep the flow of ideas logical by using deductive, inductive, logical and chronological organization techniques. An organized discussion leads to a better processing of information and knowledge retention.

### **c. Participatory approach in discussions**

Resource persons should use participatory methods and tools in presenting the training and discussion topics. Their function is to encourage participants to share ideas, opinions and knowledge they have gained from their experiences rather than act as an authority on the subject. Therefore, the resource person's greatest role is to facilitate group processing of lessons and create guidelines for the future.

### **d. Facilitation skills**

Managing participatory learning requires motivational skills to encourage the participants to share, without fear of being undermined or criticized. Resource persons should possess skills in handling different personalities and tempers of participants, especially those whose behaviours may disrupt group dynamics. Good facilitation is more likely to bring out the best in the learners as well as enrich group learning.

### **e. Active listening skills**

Being an active listener involves focusing on what learners say and processing the key points relevant to the training objective and the topic being discussed. Adult learners bring a wealth of practical knowledge and experience that resource persons

should acknowledge. By listening to what participants are willing to share, resource persons are able to assess their level of understanding of a subject matter. The gap between 'what is' and 'what should be' can then be bridged accordingly.

Details on facilitation techniques and the qualities of a good resource person can be found in **Annex 2** on facilitation skills.

## **STEP 5 SET DATE, VENUE AND DURATION**

A **date** convenient to all participants should be set ahead of time to allow for ample preparations on the part of both the organizers and the participants. The training agenda has to be carefully designed to accommodate the participants' work schedules.

The choice of a **suitable venue** is another essential part of planning a ComDev training. The checklist below includes important aspects to consider:

- ✓ Accessibility (distance from participants' homes, wheelchair access, etc.)
- ✓ Availability in accordance with the final dates or schedule of training
- ✓ Quality of food, facilities and other amenities
- ✓ Available budget
- ✓ Recommendations from contacts in the area
- ✓ Possibility to visit the location to assess its conditions

**Course duration** varies according to the purpose, the participants and the format adopted. Several training formulas can be arranged, for example:

- one-day orientation workshop for development planners and agricultural technicians;
- one-week in-service training on ComDev planning and M&E for FAO staff;
- five-day field training for extension workers and local organizations;
- three-day hands-on workshop focusing on production for community media practitioners;
- two-week intensive full-fledged training on ComDev planning and implementation for communication practitioners, including practical work in the field.

Based on training experience with development workers, a five-day course is most acceptable to organizers. Longer trainings end up being cost prohibitive and participants may lose interest in the subject. A five-day duration can cover both the topic discussions and allow for limited practicum or application through group or individual exercises. Table C shows how the content of this sourcebook may be organized based on an estimated number of 35 hours course.



Table C **Guide in allocating time for each module of this sourcebook**

Module and section	No. of hours
<b>Module 1 Introduction to ComDev planning</b> Section 1 Communication for rural development: an overview Section 2 Participatory ComDev planning	<b>2</b> (1.0) (1.0)
<b>Module 2 Participatory communication appraisal</b> Section 1 Initiating the appraisal: situation analysis Section 2 Participatory rural communication appraisal Section 3 PRCA tools and techniques Section 4 Preparing the PRCA report	<b>8.5</b> (1.5) (3.5) (2.0) (1.5)
<b>Module 3 Designing the ComDev strategy and plan</b> Section 1 Participatory communication strategy design Section 2 Using ComDev media Section 3 ComDev strategy and plan of action	<b>8.5</b> (3.5) (3.0) (2.0)
<b>Module 4 Implementing the ComDev plan</b> Section 1 Making ComDev operational on the ground Section 2 Enhancing local communication capacity	<b>2.5</b> (2.0) (0.5)
<b>Module 5 Participatory message and materials development</b> Section 1 Participatory design of key messages Section 2 Participatory development of communication materials Section 3 Using communication materials as discussion tools	<b>5</b> (2.0) (2.5) (0.5)
<b>Module 6 Assessing results and fostering sustainability</b> Section 1 Participatory monitoring and evaluation (M&E) Section 2 Steps in M&E of ComDev activities Section 3 Paving the way for sustainability	<b>3</b> (0.5) (1.5) (1.0)
<b>Module 7 Applying ComDev to rural development challenges</b> Section 1 ComDev as an integrated approach Section 2 Experiences and lessons on ComDev applications to agriculture and rural development Section 3 Planning a ComDev project	<b>5.5</b> (0.5) (1) (4)
<b>TOTAL</b>	<b>35 hrs</b>

Section 2 of this Guide presents a full-fledged example of training plan, including a detailed schedule for a five-day course in ComDev, with 8-hour-per-day sessions.

## STEP 6 SELECT TRAINING METHODS AND PREPARE MATERIALS

Training need not be boring, so trainers should always try to strike a good balance between theoretical discussions and practical application, conceptualization and hands-on activities. A multi-sensorial approach lets participants see, hear, speak, and do, thereby allowing them to integrate as much knowledge and experiences as possible (Chatty *et al.*, 2004).

Games and energizers can form part of the training methods to help minimize boredom and lull periods, especially among adult learners. They have to be planned carefully, so they complement and blend well with the topic on hand. For example, if the training topic is consensus building, then a game that requires negotiation skills is appropriate.

References and examples of games, ice-breakers and energizers for trainings are listed under **Further readings** and **Multimedia resources**.

Research has shown that participants retain (Mangione and De Martini, undated):

- 20 percent of what they hear;
- 30 percent of what they see;
- 50 percent of what they see and hear;
- 70 percent of what they see, hear and say;
- 90 percent of what they see, hear, say and do.

Thus, training objectives can be best achieved through a combination of training methods and materials. While the combination lecture-discussion is the most commonly used, other **training methods** can add a practical aspect to the training and be equally effective depending on the situation and the learners' characteristics (see Table D).

Table D **List of training methods and their proper uses**

Method	Characteristics and appropriate use
<b>Lecture</b>	<ul style="list-style-type: none"> <li>• Mostly an oral presentation that may be supplemented with visual aids or handouts</li> <li>• Generally confined to presenting only the expert's point of view</li> <li>• Easier to organize, allows to present a great deal of information in a short period of time</li> <li>• Useful when there is a large group of trainees</li> </ul>
<b>Lecture-discussion</b>	<ul style="list-style-type: none"> <li>• A variation of the lecture with increased trainees' participation</li> <li>• Facilitated discussion planned and initiated by the trainer at set times during the session</li> <li>• Questions used as springboard for discussion</li> </ul>
<b>Demonstration</b>	<ul style="list-style-type: none"> <li>• Oral explanations combined with visual activities to show processes, concepts and facts</li> <li>• Effective in teaching a skill that can be observed</li> </ul>
<b>Group discussion</b>	<ul style="list-style-type: none"> <li>• Trainees led by trainer through discussion of a given topic</li> <li>• May or may not be preceded by a short lecture</li> </ul>
<b>Symposium</b>	<ul style="list-style-type: none"> <li>• Presided by a moderator in a series</li> <li>• Allows for presentation of several points of view or several related topics</li> </ul>
<b>Panel</b>	<ul style="list-style-type: none"> <li>• Discussion among several experts sitting in front of the room</li> <li>• Discussion coordinated by a moderator</li> <li>• Differs from symposium in that panel members have an opportunity to interact and discuss one another's ideas and views</li> </ul>
<b>Forum</b>	<ul style="list-style-type: none"> <li>• Following one or more presentations, learners interact and discuss topics, bringing up a wider range of views</li> </ul>
<b>Discussion groups</b>	<ul style="list-style-type: none"> <li>• Every member of the audience involved in a small group (4 to 12 people per group)</li> <li>• Everyone encouraged to participate, even in large audiences</li> <li>• Groups monitored to ensure that one person is not dominating the activities</li> </ul>
<b>Case study</b>	<ul style="list-style-type: none"> <li>• Detailed information about a specific situation or problem given to trainees.</li> <li>• Trainees assigned (as individuals or discussion groups) to recommend the most appropriate course of action to solve the problem</li> <li>• Problem-solving situation similar to what many trainees may face upon returning to work</li> </ul>
<b>Field visit/ Study tour</b>	<ul style="list-style-type: none"> <li>• A visit to an organization or workplace where practical application of ideas is undertaken and best practices may be observed</li> <li>• Organization to be visited aware of the objective of the field trip</li> <li>• Trainees properly prepared for the visit and encouraged to ask questions and make specific observations that will be discussed upon their return to the training venue</li> </ul>



In selecting a training method, the following factors should be considered:

1. Size of the group of learners;
2. Amount of information to be covered;
3. Duration of the training session – methods that involve discussion and casework take longer than more lecture-oriented methods;
4. Variety – selection of different methods often maintains the interest of trainees;
5. Degree of interaction – methods which involve trainees in the instruction have the advantage of maintaining attention and increasing concentration;
6. Available resources/infrastructure – where resources are limited, the opportunity to use resource-intensive techniques, like field visits and demonstrations, may also be limited;
7. Experience of the trainer – trainer must be comfortable in using the chosen method;
8. Training aids – support materials vary according to the training method, so do the time and resources needed to prepare and use them.

In relation to the last point 8, the use of visual aids is encouraged to complement the training sessions stimulating participants' senses. Useful visual aids include:

#### **a. PowerPoint presentations**

PowerPoint presentations (when LCD access is available) are the most commonly used training aids for formal, face-to-face set-ups. In preparing a presentation, it is best to remember the five 'Ps' (University of Maryland, 2002):

- Proper
- Planning
- Prevents
- Poor
- Performance

An extensive discussion of how to organize and deliver effective presentations can be found in **paragraph 3.2 of Module 5**.

#### **b. Flipcharts**

Flipcharts are useful for non-formal settings, and may be more appropriate in community assemblies involving about 10 to 20 participants. Trainers can design the front page with arresting visuals representing the major steps in ComDev planning as well as key concerns on rural development issues. The back page can contain the text that will guide the trainer in facilitating the group discussion on each step applied to a given development context.

### c. Posters

Putting up informative and attention-grabbing posters makes learners more aware of the reason for their presence in the training. Posters and other communication support materials can also encourage discussion of important concerns.

### d. Audiovisual materials

Audiovisual presentations make issues more tangible for the learners through the combined effects of visuals, movement and sound. They add dynamism to the session and are useful to expose trainees to real situations or events not easily demonstrable in live lectures.

## **STEP 7 DEVELOP AN EVALUATION STRATEGY**

Evaluation is the process that will allow trainers and organizers to measure the changes in learner performance. Data collected is analyzed and synthesized into an overall judgment that gives value or worth to the training outcome in terms of effectiveness and efficiency. The overall aim of evaluation is to influence decisions about the need for similar training in the future and to determine possible adjustments and changes for improvement.

Evaluation data can also help participants:

- assess their achievement of learning goals;
- consider how to apply their new knowledge and skills in their own environment;
- decide whether or not the training has been relevant and worthwhile.

The use of participatory methods and tools such as focus group discussion (FGD) can help make the evaluation process more participatory (see **Module 5**).

Depending on the purpose, several **evaluation strategies** may be considered. They are discussed in Table E, while samples of training evaluation forms for the different purposes are found in **Section 2 of this Guide**.





Table E Training evaluation strategies

Evaluation strategy	Stage	Strategy purpose	Methods and tools
<b>Pre-training evaluation</b>	Conducted during course development	Allows for pre-testing of adequacy, scope, and coverage of the training programme being developed, as well as for corrective steps at an early stage.	Participants can define the areas where they need to be trained through a formal structured questionnaire or semi-structured focus group discussion.
<b>Process evaluation</b>	Conducted while training is in progress	Allows for adjustments of various aspects of training, depending on feedback from learners and their observations (e.g. daily monitoring of participants' reactions and suggestions to the process, content and other aspects of the training).	Participants can write anonymous feedback or paste cut-out emoticons on a large sheet of blank paper on the wall, to indicate their feelings for the day ("wall speak").  Alternatively, participants can fill in a short form or report orally about significant achievements after each daily session.
<b>Terminal evaluation</b>	Conducted upon completion of training	Serves to assess how well objectives have been met and inform decisions on future training efforts, providing inputs for adjustments in content and methodology.	Participants can respond to a structured questionnaire or discuss orally in a group and during plenary sessions.
<b>Post-training or Follow-up evaluation</b>	Conducted at some point after the training (around two months later)	Allows to assess changes brought about by training activities or to determine how participants have incorporated the information into their work.	The same questionnaire or focus group discussion guide used for pre-training evaluation can serve to assess the level of knowledge acquired from the course.

The checklist below helps follow through the basic steps in conducting a training evaluation (WHO-SEARO, undated; EHDC, undated):

- ✓ Review the learning objectives
- ✓ Based on the objectives, select the evaluation indicators or measures
- ✓ Formulate the evaluation questions
- ✓ Choose the evaluation method (survey, interview, focus group discussion, observation, testing, role playing, recording, keeping a diary or journal)
- ✓ Choose the appropriate evaluation tool (questionnaire, interview schedule, evaluation or feedback form, pre- and post-knowledge test, observation checklist, diary or journal)
- ✓ Apply the evaluation method and tool to collect data
- ✓ Analyze and interpret data
- ✓ Prepare the evaluation report

## STEP 8 FOLLOW UP AND FACILITATE KNOWLEDGE SHARING AMONG PARTICIPANTS

The training does not actually end upon the completion of the training schedule. The tasks of ComDev facilitators and trainers also include follow-ups and facilitation of knowledge sharing among participants.

The follow-up is important because it serves as a support system for the participants in getting their plans backed and implemented by their respective organizations.

Management will not always readily buy into the idea of ComDev, hence, returning participants would need advice and moral support. Also, it is of interest and value to know how the training in ComDev might increase the impact of their work or enable them to gain recognition in their organizations. Of course, these are already bonuses but sharing such accomplishments can serve as inspiration to others travelling down the same ComDev road.

With the advent of ICTs, getting connected soon after the training should no longer be a problem. Creating an **e-directory of training participants**, setting up a Yahoo group or using the more popular social media such as Facebook and Twitter can serve the purpose. These can function as the initial platforms for participants to share experiences and advice on their ComDev work. Eventually, this exchange can be expanded and become part of wider **online discussions** among communication practitioners.

The web platform **Collaborative Change Communication** ([www.cccomdev.org](http://www.cccomdev.org)) is the ideal venue to share lessons learned on the application of communication to field projects and to connect with a global community of ComDev practitioners.

#### BOX A REGIONAL COMDEV PLATFORMS

In addition to the global CCComDev platform, a good opportunity to network and access ComDev-related information, resources and initiatives is represented by the regional ComDev networks and communities of practice. These are supported by FAO and partners such as the World Association of Community Radio Broadcasters (AMARC).

The platforms are meant for communication, development and community media practitioners in various regions to:

- share experiences and knowledge resources on communication for development;
- enhance capacities and establish fruitful collaborations at regional and country levels;
- promote a regional ComDev agenda and advocate for the role of communication and community media in the rural sector.

The platforms also intend to allow rural institutions and organizations to connect with local practitioners, explore new opportunities for collaboration or strengthen already existing initiatives in each region.

**Onda Rural** ([www.onda-rural.net](http://www.onda-rural.net))

**ComDev Asia** ([www.asia.cccomdev.org](http://www.asia.cccomdev.org))

**Yenkasa Africa** ([yenkasa-africa.amarc.org](http://yenkasa-africa.amarc.org))

**Plataforma de Comunicación para el Desarrollo de Centro America y México**  
([www.comunicacionparaeldesarrollo.org](http://www.comunicacionparaeldesarrollo.org))



## SECTION 2

### TOOLS FOR TRAINERS

#### 2.1 TRAINING NEEDS ASSESSMENT QUESTIONNAIRE

This is an actual TNA questionnaire designed by FAO and CDC-UPLB for the Collaborative Change Communication initiative, to determine areas for capacity strengthening in ComDev among development workers, facilitators and those doing communication-related activities in UN-funded projects.

##### **PART 1** RESPONDENT PROFILE

Name: \_\_\_\_\_

E-mail: \_\_\_\_\_

Agency: \_\_\_\_\_

Position/Designation: \_\_\_\_\_

Areas of specialization or expertise (Please indicate your area/s of specialization and the activities/projects you are currently involved in):

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## PART 2 KNOWLEDGE, SKILLS, PRACTICE AND LEARNING NEEDS IN COMDEV

1. What/Who are your sources of information and knowledge on ComDev?  
Please tick.

- ☐ Colleagues: Manager/Supervisor  
☐ Colleagues: Co-practitioner/field worker  
☐ Books/Manuals  
☐ Internet  
☐ Conferences/Trainings/Seminars  
☐ Learning by doing

Others, specify: \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

2. What communication approach/es do you use in your development work?  
Please tick.

Communication approach	Used	Not used
Risk communication		
Conflict management communication		
ComDev and community-based adaptation to climate change		
ComDev and indigenous knowledge systems		
Communication and knowledge management for rural innovation		
ICTs for development		
Communication for advocacy and social mobilization		
Communication for sustainable natural resource management		
Governance communication		
Edutainment		
Public awareness campaigns		

Aside from those mentioned above, what communication approaches do you use in your development work, particularly for rural development?

\_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_



**3. Have you or any of your organization's members been trained in ComDev?**

☐ Yes

☐ No

If you answered YES in the question above, please indicate who or what institution provided the training.

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**4. Existing ComDev skills: Please briefly describe your main competencies in ComDev.**

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**5. Desired ComDev skills: To what extent would the following ComDev skills benefit your work if integrated in your project activities? Please rate the items below from 1 to 5 (where 1= VERY LOW and 5= VERY HIGH).**

Desired ComDev skills	1	2	3	4	5
Communication research and needs assessment					
Communication for Development planning					
Message design and development of communication materials					
Community facilitation					
Policy dialogue/formulation					
Knowledge sharing and management					
Formulation of demand-led extension/advisory services					
Handling of community/ participatory media					
Multimedia and ICT applications					
Cross-cultural communication					
Monitoring and evaluation of communication interventions					
Communication budgeting					

Aside from those mentioned under point 5, do you have other desired ComDev

skills in mind? Please also rate to what extent these could benefit your work (in a range from 1= VERY LOW to 5= VERY HIGH).

Other desired ComDev skills	1	2	3	4	5

6. What specific communication approaches will you be interested to learn about?  
You may check more than one.

- ☐ Risk communication  
☐ Communication for sustainable natural resources management  
☐ ComDev and community-based adaptation to climate change  
☐ ComDev and indigenous knowledge systems  
☐ Communication and knowledge management for rural innovation  
☐ Rural radios and multimedia applications  
☐ ICTs for development  
☐ Communication and food security  
☐ Others, specify: \_\_\_\_\_

7. How do you think a training programme in ComDev will benefit you and your organization? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

### PART 3 PREFERRED LEARNING MODALITIES

8. How do you feel about web-based/on-line learning? Please tick.

- ☐ I am interested  
☐ I am somewhat interested  
☐ I feel indifferent toward it  
☐ Not interested

Reasons: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

9. How do you evaluate your organization's readiness to undergo web-based/on-





line training on ComDev?

- ☐ Very ready
- ☐ Somewhat ready
- ☐ Not ready

10. If your organization is to participate in a web-based/on-line learning programme on ComDev, what are the potential problems you think you may encounter?

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11. Given your current situation, how would you prefer to avail yourself of the training/ learning programme in ComDev? Please tick.

- ☐ On-line
- ☐ Face-to-face
- ☐ On-line combined with face-to-face
- ☐ Others, specify:

Reasons: \_\_\_\_\_

---

---

12. How much time would you be willing to devote to training in ComDev? Please tick the items relevant to your organization and specify the number of days in the space provided below.

- ☐ For an introductory module: \_\_\_\_\_ days
- ☐ For an intensive learning workshop: \_\_\_\_\_ days
- ☐ For a more comprehensive course: \_\_\_\_\_ days
- ☐ For a full-fledged training programme: \_\_\_\_\_ days
- ☐ Others, specify: \_\_\_\_\_

Do you have any other suggestions?

---

---

---

Thank you!

## 2.2 COMDEV TRAINING PLAN

What follows is an example of full-fledged training plan developed in 2011 to enhance the ComDev capacity of information officers at the Philippine Department of Environment and Natural Resources (DENR).

### A. Rationale

Executive Order (EO) No. 26 proclaims the National Greening Programme (NGP) as the embodiment of the Philippine government's policy to pursue sustainable development aimed at poverty reduction, food security, biodiversity conservation, and climate change adaptation and mitigation of its causes. The Department of Environment and Natural Resources (DENR) spearheads the programme. The NGP involves the planting of 1.5 billion trees in 1.5 million hectares over a period of six years (2011–2016). It is envisioned that the 1.5 billion trees will be composed of about 50 percent forest trees for production and protection purposes, and 50 percent agroforestry or a mix of fruit and forest trees. The coverage areas are lands of the public domain and other suitable lands.

NGP is basically a massive and a collective activity; it is a social movement in itself. It aims to consolidate and harmonize all the greening efforts of the government, civil society and the private sector. More than the act of planting itself, NGP differs from other previous tree planting efforts in terms of extensive partnership it entails, incentives provided to the beneficiary communities, and the application of science and technology in seedling production, tree planting, and plantation maintenance. These new features or differences from past efforts alone require massive information dissemination and exchange to enable the relevant public to come up with informed decision and resolve to participate by planting ten seedlings per year and/or persuade others to do the same. Hence, the need for an aligned communication effort that will inform the public that NGP is not a mere tree planting activity.

Furthermore, since NGP will involve all government agencies, coordinating their various roles and contributions, as well as mobilizing their respective constituencies, NGP will require a well-planned communication strategy to provide the necessary integrative mechanism between and among these institutions.

The current pool of DENR information officers at the national and regional levels has to be mobilized to take on the job with a new perspective and in a very strategic manner. They need to be equipped further with skills in Communication for Development (ComDev).



## B. Objectives

At the end of the five day training course, DENR information officers should be able to:

1. Explain ComDev and its roles in the strategic implementation of the NGP.
2. Undertake a participatory communication appraisal.
3. Formulate a strategy and develop a ComDev plan in support of NGP implementation.
4. Develop, pre-test and produce prototype communication materials in line with the ComDev plan.
5. Design the M&E part of the ComDev plan for the NGP.
6. Formulate mechanisms for sustaining the activities in the NGP ComDev plan.

## C. Training Methodology

The overall training methodology will be participatory in nature. The various topics will be presented and discussed using a combination of PowerPoint presentations, creative presentations (role plays, games), small group discussions, group presentation of outputs, hands-on production, and peer evaluation. These methods will be supplemented by learning aids such as metacards, audiovisual presentations and visuals.

## D. Participants

Training participants will include the 45 key information officers from national and regional Public Affairs offices of DENR. They are the personnel tasked to plan, implement, coordinate and evaluate the communication plans for various programmes of DENR. They will serve as key persons for the NGP ComDev plan in the next six years (2011–2016).

## E. Resource Persons

A number of resource persons from the College of Development Communication, University of the Philippines Los Banos (CDC-UPLB) will be selected to handle the topics of their expertise. These are people who have broad experience in formulating strategic communication plans for major government development programmes, including those on avian flu, brown rice, biotechnology crops, anti-smoking, protected areas and wildlife, rodent control, and social enterprise.

## F. Duration, Venue and Schedule

The five day training will be held on February 16–20, 2012 at the SEARCA Conference Room, UPLB Campus. The detailed schedule is shown on the next page.

## TRAINING SCHEDULE

Time	Day 1	Day 2	Day 3	Day 4	Day 5
8:00–8:15	Registration	Creative Recap of previous day's activities			
8:15–10:15	Opening ceremonies Course overview  <b>Module 1. Introduction to ComDev Planning</b> Communication for Rural Development  Participatory ComDev Planning	PRCA Tools and Techniques	Assembling a ComDev Strategy	<b>Module 5. Participatory Message and Materials Development</b>  Participatory Message Design  Pre-testing	Planning your ComDev Project
10:15–10:30	BREAK				
10:30–12:00	<b>Module 2. Participatory Communication Appraisal</b>  Situation Analysis	Preparing the PRCA Report	Transforming the ComDev strategy into a plan of Action	Production requirements  Budgeting for ComDev Materials	Planning your ComDev Project (continued)
12:00–13:30	LUNCH BREAK				
13:30–15:00	Participatory Rural Communication Appraisal (PRCA):  Prioritization of Communication Issues  Stakeholder Analysis  KSAP Analysis	<b>Module 3. Designing the ComDev Strategy and Plan</b>  Selecting key issues to address  Identifying and profiling priority stakeholders  Setting ComDev Objectives	<b>Module 4. Implementing the ComDev plan</b>  Participatory local communication planning	<b>Module 6. Assessing results and fostering sustainability</b>  M&E of ComDev activities  Planning for Sustainability	Group presentations and critique of ComDev Projects
15:00–15:15	BREAK				
15:15–17:00	PRCA (continued):  Analysis of Communication Resources  Social Network Analysis	Choosing appropriate communication approaches  Identifying Core Contents  Selecting ComDev Methods and Channels	Multi-stakeholder consultations and partnership agreements	<b>Module 7. Applying ComDev to Rural Development Challenges</b>  Experiences and Lessons Learned	Closing ceremonies  Training evaluation



## 2.3 PRE- AND POST-TRAINING EVALUATION FORM

This form is meant to assess participant's knowledge level on ComDev upon entry to the training course. This same form may be used for post-training evaluation. The difference between the post- and pre-evaluation scores will indicate the level of knowledge acquired from the course.

### Pre-training questionnaire

This exercise is meant to determine your level of knowledge on Communication for Development (ComDev) planning. This will help guide our resource persons on the type of inputs they need to provide during the training. Hence, you don't need to indicate your name.

The questionnaire is made up of multiple choice and short-answer questions. Please write your answers on this sheet or circle the answers which you think are correct.

1. ComDev planning is a systematic process in which certain steps need to be followed for best results. What are the main phases of the ComDev process?
  - a. \_\_\_\_\_
  - b. \_\_\_\_\_
  - c. \_\_\_\_\_
  - d. \_\_\_\_\_
  - e. \_\_\_\_\_
2. Situation analysis is the process of:
  - collecting secondary data about project goals and stakeholders
  - understanding the policy and institutional environment
  - identifying potential partners and resources
  - all of the above
3. Name three characteristics of a well defined communication objective.
  - a. \_\_\_\_\_
  - b. \_\_\_\_\_
  - c. \_\_\_\_\_
4. Which of the following do you think are characteristics of a good message?
  - a. positive
  - b. long
  - c. indirect
  - d. emotional
  - e. offers benefits

5. Media selection is an important aspect of ComDev strategy design. Which factors determine the use of any medium?
  - a. results of stakeholder and KSAP analysis
  - b. communication objectives and content of the strategy
  - c. cost-effectiveness criteria
  - d. all of the above
6. Communication managers are responsible for overseeing two major components of a project. What are these components?
  - a. information dissemination
  - b. policy and budget
  - c. tasks and people
  - d. none of the above
7. Which of the following is/are characteristics of an effective communication material?
  - a. communicates many facts and figures
  - b. cost-free and colourful
  - c. commands attention and creates trust
  - d. contains only pictures
8. Pre-testing methods include:
  - a. focus group discussion
  - b. survey
  - c. projective technique
  - d. all of the above
  - e. none of the above





## 2.4 PROCESS EVALUATION FORM

What follows is a sample form for monitoring daily training activities.

What is your overall impression of the day's activities ?

- ☐ Great
- ☐ Good
- ☐ Okay
- ☐ Fair
- ☐ Poor

What are the most significant achievements for you from the various sessions today?

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---

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Write or draw other comments, thoughts, or feelings.

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## 2.5 TERMINAL EVALUATION FORM

This sample questionnaire can be used to assess an overall training course upon its completion. Participants can respond to a structured questionnaire like this in writing, or share their impressions during group or plenary sessions.

### Overall training course evaluation

To conclude our training course, we invite you to respond to the statements below using a scale of 1–5 where:

- 1** Strongly agree
- 2** Agree
- 3** No opinion
- 4** Disagree
- 5** Strongly disagree

Please sign the number that corresponds to your answer and provide comments where indicated. The information you will provide will help us make improvements in future similar activities.

### A. Preparation

	1	2	3	4	5
Training preparations were adequate					
Enough information was provided to the participants before the training					
Travel arrangement to the training site was well organized					

Comments:

---



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### B. Process

	1	2	3	4	5
Training objectives were clear					
Topics taken up met the training objectives					
Learning approaches were innovative					
Learning activities were interactive/participatory					
Expectations of participants were met					
Time management was efficient					

### C. Venue and Facilities

	1	2	3	4	5
Venue was conducive for training					
Facilities and amenities for comfortable stay were available					
Food served was of good quality and had variety					

Comments:

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## D. Support Services

	1	2	3	4	5
Administrative assistance and services were prompt					
Training staff were approachable and accommodating					

## E. Outcome

	1	2	3	4	5
Quality of training was satisfactory					
Level of learning was above average					
Participants' outputs were useful/relevant to their work					

## F. General

What three things you liked most about the training?

---

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---

What three things did you like least about the training?

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---

---

What can be done differently next time when a similar training is held?

---

---

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Thank you!

## REFERENCES

University of Maryland, Joint Institute for Food Safety and Applied Nutrition. 2002. *Developing an effective training course*. Maryland, USA (available at [http://ucanr.edu/sites/GAP/newsletters/Developing\\_Effective\\_Training41398.pdf](http://ucanr.edu/sites/GAP/newsletters/Developing_Effective_Training41398.pdf)).

Chatty, D., S. Baas & A. Fleig. 2004. *Participatory process towards co-management of natural resources in pastoral areas of the Middle East* (available at <http://www.fao.org/docrep/006/ad424e/ad424e00.htm>).

Mangione, P. & T. De Martini. Undated. *Roles and responsibilities of trainers* (available at [http://www.pitc.org/cs/pitclib/download/pitc\\_res/416/Roles%20responsibilities%20of%20trainers.pdf?x-r=pcfile\\_d](http://www.pitc.org/cs/pitclib/download/pitc_res/416/Roles%20responsibilities%20of%20trainers.pdf?x-r=pcfile_d)

World Health Organization, South-East Asia Regional Office (WHO-SEARO). Undated. Module 6, sub module 10 *Evaluating training* (available at [http://www.ncasc.gov.np/uploaded/publication/pub/Training\\_Materials\\_voluntary\\_module6.pdf](http://www.ncasc.gov.np/uploaded/publication/pub/Training_Materials_voluntary_module6.pdf)).

East Hampshire District Council (EHDC). Undated. *Training evaluation and assessment* (available at <http://www.easthants.gov.uk/ehdc/personnelweb.nsf/webpages/Training+Evaluation>).



## FURTHER READINGS

### **Principles of adult learning**

[M. Knowles, 2007]

[http://www.unodc.org/pdf/india/publications/guide\\_for\\_Trainers/04\\_principlesofadultlearning.pdf](http://www.unodc.org/pdf/india/publications/guide_for_Trainers/04_principlesofadultlearning.pdf)

### **Sourcebook for workshop facilitators**

[R. Chambers, 2000]

[http://portals.wi.wur.nl/files/docs/ppme/Chambers\\_21s\\_workshops.pdf](http://portals.wi.wur.nl/files/docs/ppme/Chambers_21s_workshops.pdf)

### **Ice breakers, warmups, energizers and motivators for groups**

[J. Hampton, 2006]

<http://www.community4me.com/groupstarters.html>



## MULTIMEDIA RESOURCES

### **Collection of useful links - Facilitation tools & techniques**

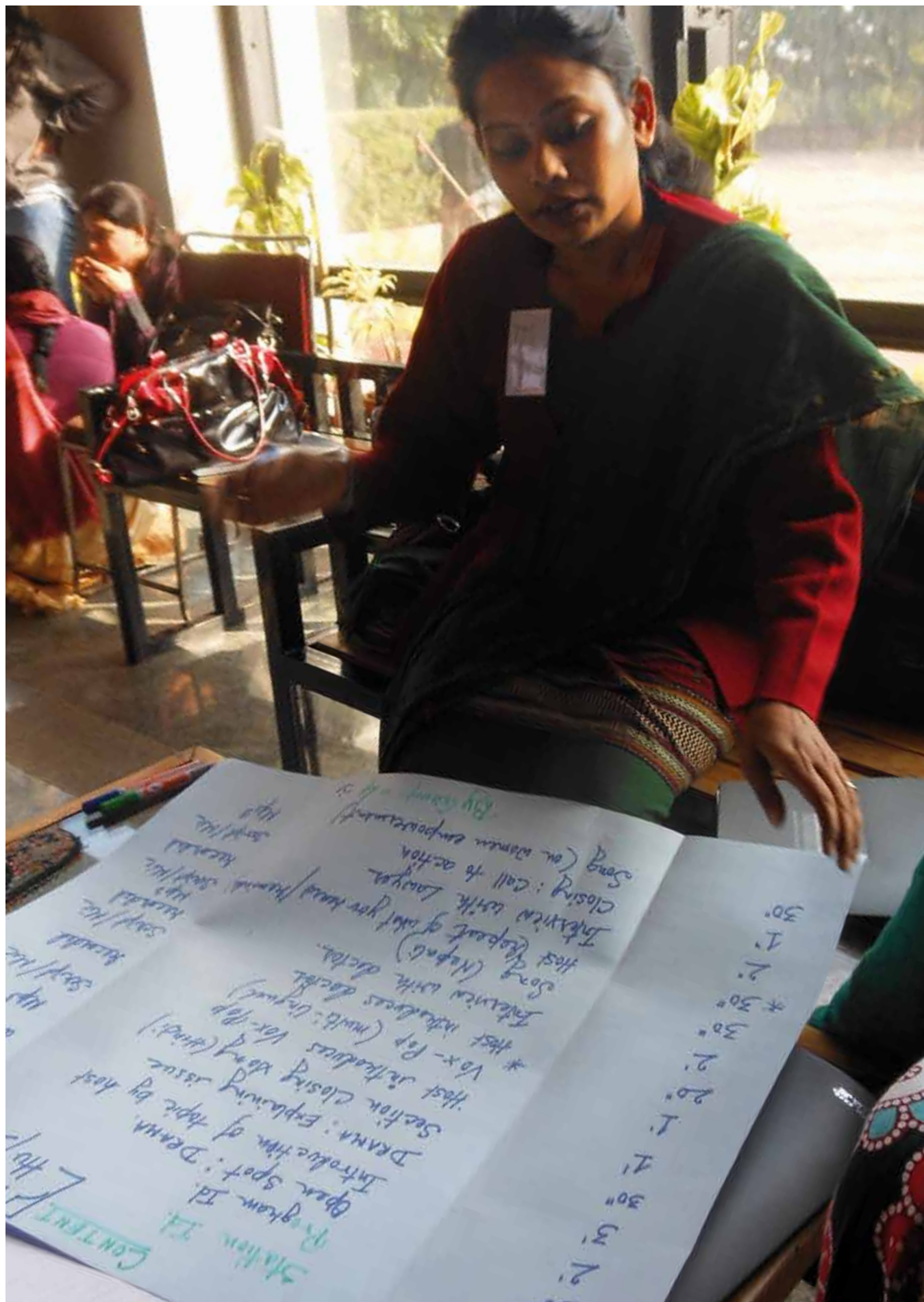
[Learning for sustainability]

<http://learningforsustainability.net/tools/facilitation.php>

### **Online resource hub – Corporate ice breakers**

[Incredible ice breaker]

<http://ice-breaker-ideas.com/corporate-ice-breakers/>



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## ANNEX 1

### TYPES OF MEDIA AND THEIR CHARACTERISTICS

A key element in ComDev strategy design is the selection of appropriate communication channels (see **Module 3**). The most commonly used in rural development initiatives are:

1. folk media
2. community media
3. mainstream or mass media
4. ICTs
5. social media

They are presented below, along with selected examples that demonstrate how each channel can contribute to successful rural development.

#### 1. FOLK MEDIA

Folk media refers to the traditional media of a particular community. According to Valbuena (1986), folk media “are those verbal, action, aural, and visual forms which are known or familiar to the community people, are accepted by them, and are addressed to or performed by and/or for them for the purpose of entertaining, informing, enlightening, instructing, and educating.” Folk media can appeal to both mental and emotional aspects of individual behaviour, inform and educate the community members about a development issue and reinforce or change existing values and beliefs. Examples of folk media include: theatre, puppetry, drama skits, folk songs, music, sayings, poetry and storytelling.

There are various reasons for choosing folk media as a means for communicating and facilitating community participation in development. Folk media are cost-effective in providing an immediate impact on the stakeholders; they are usually present at the community level and are embedded in the local culture. The use of local language significantly enhances community participation. Moreover, the live performances used by traditional media provide a different kind of appeal and entertainment to the local people (Dagron, 2001).

One example is **extension theatre**, that has become widely used in Syria since the 1980s. Leaflets, brochures, posters and other publications were expensive to produce. Thus, extension theatre emerged as an alternative and low-cost medium to reach the stakeholders using participatory communication. People of the community themselves are involved with agricultural engineers in developing the content of the plays, and this makes theatre a very effective medium.

## AGRICULTURAL EXTENSION THEATRE IN SYRIA

Extension theatre started with the imitation of a traditional practice called *Al Zagial* where two or more people exchanged rhymes that highlighted critical aspects of an issue in comical style. The extension messages were first transformed into songs by women agricultural engineers. Then, a local theatre company was approached to convert the extension messages into a play. Local volunteers were trained and made their first performance during the Apples and Grapes Extension Fair organized by the Ministry of Agriculture and Agrarian Reform (MAAR). Later on, extension messages were adapted into a play with *Zagial* techniques. The play was performed during the Citrus Extension Fair. This performance became the cornerstone of the extension theatre structure.

The Permanent Company of the Itinerant Extension Theatre was soon established under the MAAR Unit of Extension Theatre. The company includes amateur singer-poets and male and female agricultural engineers who have performed throughout Syria, as well as in Jordan and Sudan. Topics include agricultural issues and concerns affecting farmers and crops. Extension theatre has become an integral part of extension activities in Syria, with almost weekly performances played in villages and among Bedouin groups.

(FAO, 2010; IFAD, undated)

## 2. COMMUNITY MEDIA

Community media cater to a small geographic community and a homogenous audience. They are non-profit and non-commercial, operated in the community, for the community, about the community and by the community (Tabing, 2002). They include:

- broadcast media such as community radio, video or television;
- local publications such as community newspaper, wall newsletter, leaflets or pamphlets;
- visual materials such as posters, flipcharts, comics or bulletin boards;
- loud speakers and audio tower systems.

Community media are a popular approach to convene local people together and encourage them to identify common problems and possible solutions. They have localized contents, are easily accessible and utilize indigenous resources (Maslog, 1997).

### Community Radio

Radio is considered as one of the most important and accessible means of communication in the rural areas because of its low cost in comparison to other media and its ability to reach illiterate audiences. Unlike commercial radio stations, community radio works in the cultural context of the community it serves, giving local people a venue to deal with local issues and concerns.

A community radio can be managed or controlled by one group or by combined groups of people such as women, youth, farmers, fisher folks, ethnic groups or senior citizens. As the information is mostly localized, community members are also encouraged to participate in the programme design, production, operation and broadcast (Tabing, 2002). Such processes require specific skills and the need for training of community members.

Community radio can also serve as the community's link to the new ICTs and the information they carry. This convergence can facilitate the exchange of information, experiences and best practices between and among communities.

### RADIO QUILLABAMBA IN PERU

*Radio Quillabamba* serves as the “telephone, telegraph, post office, newspaper, magazine, and record player” for people in one of the most remote areas in eastern Peru. Managed by the Dominican missionaries since 1966, *Radio Quillabamba* was first envisioned to be a Bible and prayer station. Through the years, it evolved into an educational station until it became “the voice” of the local people in their fight against poverty and oppression.

Through the years, the content of radio programming also evolved from religious topics to formal training and education, and then to human rights issues and commitment to social struggle. The most popular format is the radio magazine which includes segments of information (news and interviews), education (analysis), communication (messages), entertainment (participation) and music (dedications).

Community participation in *Radio Quillabamba* takes place through the most representative local social organizations. Each organization is responsible for preparing an annual work plan including objectives, structure and people in charge of the programme production. The selection of radio staff is mainly based on criteria of social commitment and identification with the regional needs.

(Moore, 1991; Dagron, 2001)

An important factor for the development and sustainability of community radio stations (which applies to most community media) is their participation in networks, associations and forums. A study conducted in Colombia, Mali, Nepal, Peru and South Africa on community radio stations found that national networks are fundamental to (World Bank, 2007):

- represent member stations in negotiations with the government or other bodies (such as performing rights organizations and advertisers) and lobby on their behalf;
- provide advice on license application and renewal procedures;
- provide or arrange for training and technical assistance for member stations;
- produce and facilitate access to training materials, newsletters and other resources for members;

- facilitate the exchange of news and programmes and provide space for debate and cooperation among stations;
- coordinate solidarity actions and campaigns to defend stations under pressure from political or financial interests because of their programming;
- mobilize support for the stations from donor organizations.

## Community video and television

Like community radio, video and television can allow participation of the community members in the production and management processes. The added value of audiovisual materials is that they can present processes and procedures quickly and effectively through sight, sound and motion (Cadiz, 2003). Cost of production and technical know-how are probably two of the biggest obstacles commonly experienced in video production, although new digital equipment and devices have made its use less complicated and much more accessible.

### TELEVISIÓN SERRANA IN CUBA

In Cuba, a community video and television project called *Televisión Serrana* (TVS) functions as an educational communication tool using video documentaries to discuss development issues about culture and identity, education, public health, environment, gender and children's rights among others. This station was founded in 1993 with support from UNESCO and has produced close to 500 documentaries. It aims to facilitate alternative communication for communities in addressing the problems that affect them.

One of the main features of TVS is the production of the so called *Video Cartas*. These video letters allow people to share their views about life and their dreams. For instance, children say something about how they live and invite children from other parts of Cuba or the world to do the same (Kelizer, 2006).

(Dagron, 2001)

In particular, **participatory video** is a form of community media that is extremely powerful to express and capture grassroots people's struggles over democratic rights and facilitate dialogue in conflict situations, bridging cultural, educational and social differences (Mwangi, 2001). Participatory video transforms the traditional power structure in video-making and gives stakeholders a great tool to voice their concerns, evaluate development projects and plans, or promote peer learning.

### BUILDING INDIAN FARMERS' CAPACITY THROUGH PARTICIPATORY VIDEO

Since 2006, *Digital Green* ([www.digitalgreen.org/](http://www.digitalgreen.org/)) promotes participatory video production in India to broaden community engagement and improve cost-effectiveness of existing agricultural extension services.

The videos, on average 8–10 minutes long, are recorded by local participants and field staff using low cost, durable and adaptive equipment. Recordings capture dialogue and activities between extension agents and farmers, or just among local farmers, showcasing sustainable agricultural practices relevant to a given area. Using the local language makes the videos simple and accessible also for illiterate farmers, who can be inspired and motivated by fellow farmers' testimonials and field demonstrations. The materials are also reviewed by experts from government institutions or NGOs to ensure accuracy and comprehensiveness of content.

Videos are then shown in villages using televisions and DVD players or a low-cost, battery operated handheld projector in areas with limited electricity. Groups of 10–20 farmers gather in public places such as bus stands, temples, schoolhouses and streets. A community facilitator mediates discussion about the video by pausing, rewinding, collecting feedback and responding to questions, in order to boost horizontal communication and knowledge exchanges.

An impact study conducted in Southern Karnataka over 15 months, covering 21 villages with 1 000 regular viewers and participants, showed that the participatory video participatory video approach leads to an adoption rate that is seven times higher than classical extension programmes.

(ComDev Asia, undated)

### 3. MAINSTREAM OR MASS MEDIA

Unlike folk media, mass media are commonly used to reach a very large number of people at a given time. Mainstream radio, television, newspapers or cinema usually have national or regional coverage and are run by professional communicators, journalists and editors who are not personally known to their audiences. The kind of stakeholders they reach is heterogeneous or composed of people from varied social groups with different characteristics and interests.

### SHAMBA SHAPE-UP! KENYA'S FIRST AGRICULTURAL TV SHOW

*Shamba Shape Up* (*shamba* meaning 'small farm' in Swahili) is a make-over style TV programme focusing on agriculture, produced by the Mediae Company in Nairobi. The show outlines a series of agricultural challenges tackling issues regarding livestock, poultry, crops and soil fertility, pest management, irrigation and solar power. Targeting East Africa's rapidly growing rural and peri-urban TV audience, it aims to give farmers the tools to improve their productivity and income.

The *Shape Up* crew visits a different farm each week in various areas of Kenya. Based on the needs of the farmers in the episode, the in-house agricultural expert involves colleagues from partner organizations and research bodies, including the Kenya Agricultural Research Institute (KARI), to guarantee that good quality agricultural advice is provided.

A high level of interaction with the audience is ensured through ICTs and social media. At the end of each episode, viewers are encouraged to request additional information and follow updates and video clips on the *Shamba Shape Up* Facebook page. Those who send their name and address via SMS can receive a free leaflet on the topics covered in the show by email or post.

The first series was broadcast in Kenya to about 4 million people from March to June 2012 – 16 000 leaflets were sent out on request, and over 22 000 text messages were received. Surveys indicate that 40 percent of viewers have changed their farming practices as a consequence of the programme, and 91 percent reported they had learnt something new. For the next series a larger broadcast is expected, covering about 6 million more farmers in Uganda and Tanzania.

[CCComDev, 2012]

## 4. INFORMATION AND COMMUNICATION TECHNOLOGIES

Information and Communication Technologies (ICTs) is an umbrella term that encompasses 'new' communication devices such as mobile phones, digital cameras, computer and network hardware, satellite systems, as well as the various services and applications associated with them such as the internet, email, blogs, videoconferencing and electronic archives.



## PARTICIPATORY DIGITAL PHOTOGRAPHY TO DISCUSS THE IMPACT OF EARTHQUAKE IN HAITI

A participatory digital photography project was implemented in Cité Soleil, Haiti, to provide an opportunity for young adults to develop a measure of agency as they studied the impact of earthquakes on their community.

Participants were trained on basic photography, camera operation, roles of a researcher, ethical and safety concerns. They photographed anything that they believed would reveal their neighbourhood's norms, values and customs in regards to the earthquake. They explored the links between their photos, the earthquake and the challenges their community was facing through group discussion and individual interviews. Then, they combined their photographs and audio interviews into a 3-4 minute digital story on a priority theme identified.

The photo narratives were presented to community members and policymakers in an open exhibit and shared on the project's website. Throughout the entire process, the young adults were encouraged to take ownership of the project and foster a deeper understanding of being co-researchers.

(Shroyer, 2012)

The potential of new ICTs in development has not yet been fully optimized. Perhaps this is due to the deficits that poor communities encounter in leveraging digital opportunities: (a) inadequate penetration of electricity and broadband Internet in rural areas; (b) language barriers; and (c) low levels of education and computer literacy as well as gender inequity that create an impediment to accessing digital knowledge. To be effective and appropriated by the users, technologies should be developed or customized based on what the local people really need (Weigel and Waldburger, 2004).

For example, one of the most widespread and useful ICTs for development is the **mobile phone**. The advantages of mobile phones include their relatively low cost and high penetration in rural areas. They are also equipped with SMS, which can reach many people with quick delivery. On the other hand, mobile phones are vulnerable to congestion and delay, require literacy for text-based messages and do not reach non-registered members (Wattegama, 2007). Mobile technology has become a handy communication tool for example in disaster management, especially in the case of typhoons, floods and cyclones.

## APPLICATION OF MOBILE TECHNOLOGY IN DISASTER MANAGEMENT

Mobile phones were used to implement a community-based flood monitoring and early warning system in An Giang and Dong Thap provinces of Vietnam after the devastating Mekong floods of August 2008. Thirty-eight at-risk villages were provided with mobile phones and inhabitants of seven villages were trained to take wet season water level measurements twice a day. The water level readings are sent via text messages to the Southern Region Hydro-Meteorological Centre in Ho Chi Minh City, the local agency responsible for flood forecasting. The information is entered into the Centre's computer and the calculated flood forecast returned to the villagers who publicise the information on boards at central locations. Any imminent flood threat is publicised via loudspeakers.

Voice communication through mobile phones was similarly useful when Hurricane Ivan hit Jamaica in 2004. Jamaican Red Cross volunteers and parish disaster committee members used cell phones to issue early warnings the day before, when the hurricane hit the neighbouring island of Grenada. Short message service (SMS), a feature available in most mobile phones, is an additional tool for delivering one-to-many text-based disaster alerts.

Widespread mobile phone subscribership and 24-hour connectivity allowed large-scale SMS-based evacuation and rescue operations during the 2008 floods in Bihar, India. Survivors who were stranded used mobile phones to guide rescue teams to where they were, to inform district officials of their immediate needs and tell local television and newspapers about their plight. The prolonged power outage, however, meant that mobile phones could not be recharged.

(Wattegama, 2007)

ICTs can also be linked with more traditional channels such as radio, video and television and existing communication tools in the community, in order to facilitate two-way flows of relevant information about markets, technology, prices, successful experiences, credit facilities, government services, weather, crops, livestock and natural resource protection. For example many community radios now have spaces for listeners to phone in, send SMS or hold online discussions among them and with experts who then provide answers to their questions on-air.

**Internet-based platforms** are another ICT application increasingly used for networking and knowledge sharing. They allow a variety of stakeholders – including grassroots communities – to access, demand and exchange information, experiences and learning resources. They are complemented by multiple channels such as RSS/SNS feeds, emails, newsletters and social media among others, that expand the opportunities for interaction and participation.

## TECA: TECHNOLOGIES AND PRACTICES FOR SMALL AGRICULTURAL PRODUCERS

TECA (<http://teca.fao.org>) is an interactive web-based platform to improve access to information on validated agricultural practices specifically for smallholders, extension and advisory services, development practitioners, producer organizations and producers themselves. The knowledge base contains over 500 entries in English, French and/or Spanish.

The TECA platform seeks to:

- a. improve access to information about proven technologies;
- b. facilitate technology transfer across broadly similar biophysical, socio-economic and human environments;
- c. facilitate informed decision-making and active involvement of beneficiaries in the choice of technological interventions;
- d. safeguard individual and organizational knowledge;
- e. contribute to food security, poverty alleviation and sustainable development.

Users can comment on the practices and engage in dialogue. They can also discuss specific challenges, experiences and possible solutions in two thematic forums: the “Farmer Innovation Exchange Group” and the “Beekeeping Exchange Group”. Moderated e-discussions are also organized regularly to focus on specific issues proposed by group members.

(FAO, undated)

## 5. SOCIAL MEDIA

Social media are internet-based tools that offer new, free and easy ways to publish information and interact with other people online. More importantly, social media allow organizations and communities to engage in small group communication even when they are geographically far apart. They are able to reach massive, international audiences (FAO, 2011).

Social media have the potential to be a powerful development tool and catalyst for democratization. Even though Internet access and freedom of expression are still limited in many developing countries, social networking websites are increasingly accessible through mobile and smart phones. Nowadays, nearly one in four people around the world connect to social networks on a monthly basis – more than one billion accounts are registered on the single most popular social network, Facebook – with rapidly expanding audiences in the emerging nations of Asia-Pacific, Middle East and Africa. With more people able to access, create and distribute information, ideas are spreading faster, opening up new possibilities for change. In dispersed rural communities though, it is important to recognize that, until a critical mass of farmers will be able to access mobile devices and internet connectivity, it is the agricultural professionals who can benefit the most from using social media (USAID, 2013).

Moreover, social media are proving to have a significant impact in support of resilience and emergency response operations, as shown by the example below.

### DIGITAL MEDIA SUPPORTING EMERGENCY RESPONSE IN INDONESIA

The *Jaringan Informasi Lingkar Merapi* (JALIN Merapi) is an information network active around the Mount Merapi volcano in Indonesia. During the 2010 eruption, that caused deaths and displaced thousands of people to refugee camps, it was able to effectively deal with the rescue and emergency response thanks to the timely collection and dissemination of important data and information. Social media and an effective team of volunteers, mobilized through community radios, were key factors for success.

Three community radio stations in the area of Mount Merapi were the front liners in mobilizing volunteers and organizing logistics at the grassroots level: Lintas Merapi radio in Klaten, MMC FM in Boyolali, and K FM in Dukun-Magelang. People could send their queries or requests for aid directly via SMS Gateway or using the shout box at *JALIN Merapi's* website, which received on average 4 200 visits per day.

The data in the website was regularly updated by 800 volunteers coordinated through five Facebook groups. They stayed in the area and withstood clouds of ash, smoke and fire to provide real-time information using radio, phone, short message service (SMS), Twitter, Facebook and instant messenger. The number of Twitter followers of @jalinmerapi kept increasing as the condition of Mount Merapi deteriorated and today exceeds 55 000.

All the information collected from various media was also used to create maps in the website and support donors in identifying priority needs and delivering aid directly to displaced people.

(ComDevAsia, undated)

Social media make it easy to create, publish, comment on and share content using a variety of internet-based formats and tools. These include, among others:

- Social networking sites (e.g. Facebook, LinkedIn, Myspace)
- Blogs (e.g. WordPress, Blogger)
- Microblogs (e.g. Twitter, Tumblr)
- Video and image sharing websites (e.g. YouTube, Vimeo, Flickr, Picasa, Instagram)
- Podcasts (e.g. SoundCloud)
- Email, e-newsletters, feeds and instant messaging
- Forums, discussion boards and groups (e.g. Google Groups, Yahoo Groups)
- Wikis (e.g. Wikipedia)
- Video and web conferences (e.g. via Skype)
- Social bookmarking (e.g. Pinterest, StumbleUpon, Delicious)

For example, podcasting is an affordable way to share audio content, almost as a “new generation” radio show. Audio files, formatted as MP3 or .wav, are relatively small in size and can be easily downloaded even with low bandwidth to a compatible digital audio player or a computer. The digital content can also be broadcast via community radio where there is no internet connectivity and this makes podcast a good medium to bridge online and offline audiences.

For an introduction to these tools, it is recommended to consult the online **module on Social Media for Development** (FAO, 2013). In addition, the **Social Media Handbook for Agricultural Development Practitioners** (USAID, 2013) provides a more focused overview of social media applications in agricultural development work.

## ANNEX 2

# FACILITATION SKILLS

The success of carrying out participatory ComDev activities highly depends on process facilitation. Effective facilitation is in fact the basis for boosting multi-stakeholder dialogue. It can go a long way in mobilizing communities, creating a common ground, promoting active listening and mutual learning, enabling people to make smart decisions.

A ComDev practitioner will oftentimes assume a facilitation role to establish a conducive atmosphere for productive discussion and sharing. The table below summarizes the competencies required of a catalyst facilitator in various phases of interaction with a community (White and Nair, 1999).

Phase of Interaction	Facilitator competencies		
	Belief	Knowledge	Skill
<b>Interfacing</b> <ul style="list-style-type: none"> <li>Do preliminary preparation</li> <li>Hold entry level dialogue with people and officials in the community</li> <li>Observe the physical environment to get a sense of people and place</li> </ul>	People want to improve their community; they can solve their own problems; are willing to be involved	Development process; aspects of host community and type of people who live there; risks of village living	Interpersonal communication; investigative reporting; process observation; synthesis
<b>Diagnosing</b> <ul style="list-style-type: none"> <li>Identify aspirations and needs</li> <li>Discuss needs and aspirations</li> <li>Diagnose system problems</li> <li>Set major goals</li> </ul>	People are able to articulate their own situations; system is changeable; goals can be set and met	Social/psychological needs of people; organizational development; principles of small group and social change	Focus group discussion; mentoring people to do their own study of the issue; problem-solving; group organization
<b>Investigating</b> <ul style="list-style-type: none"> <li>Assess issues</li> <li>Brainstorm over courses of action</li> <li>Gather information</li> <li>Examine options</li> <li>Establish objectives</li> </ul>		How to address issues and alternative research methods; sources of data; proposal development	Participatory action research; design and use of appropriate research methods and tools
<b>Acting</b> <ul style="list-style-type: none"> <li>Think and plan</li> <li>Acquire needed resources</li> <li>Implement project</li> <li>Monitor project</li> <li>Make adjustments as necessary</li> </ul>	People will take the lead in projects and solve problems as they arise; all conflicts are resolvable; people can work together	Guidance and counselling, troubleshooting, risk and conflict theory; how to acquire and access resources	Mediator, counsellor; adapter, monitor; media liaison
<b>Evaluating</b> <ul style="list-style-type: none"> <li>Reflect about outcomes and relationships</li> <li>Gather data, analyze, make interpretations for application</li> <li>Account for project resources</li> <li>Prepare and present needed reports</li> <li>Redefine needs/wants, new efforts</li> </ul>	Unity will be increased in the community; indigenous talent and leadership will emerge; people will be uplifted and empowered	Participatory evaluation methods; how to help people apply what they learn; open new ways to learn, new roles	Adult education methods; network and resource linkage; report writing; participatory media development; long range planning

Source: White and Nair, 1999



Overall a good facilitator is open and sincere, creative in style, approaches and techniques, able to make everyone feel comfortable in sharing opinions and ideas. The following are nine basic facilitation skills:

## 1. Active/Reflective listening

A facilitator should be able to listen attentively, immediately process the ideas being heard and relate them to the objectives and other preceding ideas. Active listening involves listening with the ears, mind and heart.

### TIPS FOR ACTIVE LISTENING

- Be silent when silence is appropriate.
- Be fully attentive to what you are hearing.
- Listen until the speaker has finished speaking.
- Do not interrupt.
- Do not prepare a counterstatement until the speaker has completely finished.
- Do not assume that once you have heard the first part of a speaker's message, you have fully understood the complete message.
- Pursue or expand points of substance.

## 2. Encouraging others to talk

The facilitator creates an open floor and makes everyone feel welcome and important, encouraging participation without putting anyone on the spot.

### TECHNIQUES TO ENCOURAGE OTHERS TO TALK

- Stacking – let everyone know they will have their turn to speak.
- Making space – tell the quiet person *"You look like you want to say something..."* or ask *"Is there a thought you want to express?"*
- Balancing – ask for other views that may be present but unexpressed.
- Using the clock – remind the group there is little time left and they should now try to share their ideas.

## 3. Handling the flow of discussion

A good facilitator must have a good understanding of the issue or subject matter, in order to determine the direction and keep track of discussion, recognizing strong and weak points among those raised. But the facilitator should also be aware of when to stop, observe and listen throughout the discussion to let the solutions come from the participants. Useful techniques include:

- Sequencing – validate each opinion and direct group to focus on each line of thought. The facilitator states: *"We appear to have two conversations going on*

*simultaneously. Some of you may want to respond to the first statement. We'll take a few minutes on that and shift to the other one later."*

- Tracking – follow the various lines of thoughts of the group members. For example, facilitator says: *"I think we are discussing several issues at the same time. Here they are.... first..., second... and third...."*

#### 4. Asking the right questions

Four types of questions are the most appropriate:

- open ended questions: *Why? What? How?*
- questions that call for greater response: *Describe... Explain... What else...*
- re-direction questions: *What do you think? What do you feel?*
- feedback and clarification: *Who can paraphrase our position? Will someone summarize? If I heard you right, you are saying...?*

#### 5. Interpreting body language

Attention should be given to desirable or undesirable nonverbal behaviours, to recognize the participants who are responsive, sleepy or still listening and decide whether it is time to change or adjust the discussion.

##### MEANINGS OF COMMON BODY LANGUAGE

Body Language	Meaning
Gazing out of window	Daydreams; is not listening
Yawning	Bored with what speaker is saying
Leaning forward and maintaining eye contact	Interested in what speaker is saying
Scratching chin and nodding	Agrees with something insightful speaker has said
Making brief notes	Wants to remember what speaker is saying
Drumming pencil on table	Impatient; does not like speaker's ideas; wants speaker to shut up
Looking at watch	Wants speaker to stop talking; is thinking about what to do later

#### 6. Paraphrasing

The facilitator should repeat in other words what the speaker has said.

#### 7. Mirroring

Using the speaker's exact words to explain what has been said.

## 8. Summarizing

A facilitator should possess effective time management skill and attitude. Timely summaries should be offered every 30 minutes, enumerating key points based on the issues discussed. Summarizing serves to REVIVE and END a discussion.

## 9. Synthesizing

Putting together various ideas to create a meaningful whole. Various techniques can be used to synthesize a discussion: (a) taking the objectives as a guide; (b) using figures or illustrations when appropriate; (c) based on periodic summaries; and (d) using the “kiss kick and kiss” (KKK) technique. Good facilitators respect and recognize the points raised by all participants and maintain their self-esteem even though they may be disagreeing with them.

### KISS KICK AND KISS (KKK) TECHNIQUE

- “I see that you have a great idea there. However, here is what we can do.”
- “Thank you for sharing your insight. I can see where you’re coming from, it would be best if... Do continue to share your ideas.”
- “Your ideas are clear and well taken. Nevertheless, we can consider and use them in our next discussion.”

## ANNEX 3

# PRINT MATERIALS PRODUCTION

### 1. PARTS OF A PRINT DOCUMENT

A print material has five main sections listed and described below:

#### a. Title or headline

Titles or headlines are larger and more prominent than other texts. A headline should be an attention grabber, making the reader interested in learning more by:

- Creating curiosity.  
Example: *Ever heard of yellow rice?*
- Promising answers to a question or solutions to a problem.  
Example: *Organic fertilizer is the answer to soil fertility issues.*
- Including a key benefit.  
Example: *Sericulture: A profitable small-scale business.*

#### TIPS FOR HEADLINES OR TITLES

- Choose a font that is appropriate to the tone and purpose of your publication.
- Use colour and bold fonts in headlines to add contrast.
- Make headlines larger than body copy or text.
- Create a headline hierarchy with headline fonts that look good in multiple sizes.
- Use decorative headline fonts in moderation and for shorter headlines.
- For short headlines, set in capital letters and sans serif fonts.
- Use headline fonts consistently throughout a publication.
- Use one style for major stories and another for secondary or sidebar articles.

#### b. Body

The body is the bulk of what is read, the main text of the stories and articles. The body requires **legible, easy-to-read text fonts**. To achieve this:

1. Choose a type font that is 14 points or less for legibility.
2. Choose serif fonts (e.g. Times New Roman) for body text with a subdued, formal look.
3. Consider sans serif (e.g. Arial) for informal text for a crisper, bolder or more informal look.
4. Use plain, basic fonts that do not distract the reader.
5. Save fancy or unusual typefaces for headlines, logos and graphics.
6. Mix and match the body text and headline fonts carefully.

### c. Artwork

Readers are often drawn first to visuals on a page rather than headlines. Mencap (2000) shares these tips on choice and placement of images:

1. Choose an image which best explains the text (e.g. photograph, drawing, symbol).
2. Link together words and pictures. Place the image alongside the text.
3. Don't use too many symbols. Some people may not understand them.
4. The best drawings are often the simplest. Too much shading or detail can make the image confusing and hard to see.

#### HOW TO HANDLE PICTURES IN PRINT MATERIALS

1. Make photos big: they catch attention and show more detail.
2. Don't use too many photos.
3. Place photos where they are most likely to catch the reader's eye.
4. Avoid photographic clichés such as ID photos, mug shots, people shaking hands or pointing to the blackboard.
5. Show people in action or doing something.
6. Crop out distracting details.
7. Show a sequence of photos to heighten interest.
8. Don't cut photos into odd shapes that will distract and may distort the image.
9. Be careful in flipping photos. Words may appear spelt backwards.

### d. Navigation

Longer publications – such as books, newsletters, and annual reports – need to help readers find specific information within the document. This can be done by putting in a table of contents, page numbers or sectional elements.

### e. Credits

Different types of publications include credits, such as the name of the advertiser, publisher or other entity, an address, a logo, copyright information and other notices. The number of parts and where they appear varies by publication type.

## 2. PRINCIPLES OF CLEAR AND EFFECTIVE WRITING

Clear and effective writing leads to easy reading. The following guidelines can be used to help write the communication materials texts (PPI and Caltex, 1967; Jamias, 1998; Mencap, 2000).

## Word Choice

### 1. *Use simple, familiar words.*

These are words that are easily understandable by most people. Preferably use words that have a maximum of two syllables.

#### COMPLEX VS. SIMPLE WORDS

Complex	Common
indisposed	ill
purchase	buy
procure	get
incarcerate	jail
contribute	give
summon	call
terminate	end
reside	live
proceed	go
request	ask

### 2. *Avoid verbal deadwood.*

Verbal deadwoods are words that do not serve any purpose or do not alter the meaning if deleted. Examples are:

- For the reason that – because
- Tendered his resignation – resigned
- In the immediate vicinity – near
- For a period of one year – for a year
- Affixed his signature – signed

### 3. *Use specific, concrete language.*

Use words that the reader can associate with the senses i.e. see, taste, touch or smell.

- When reporting a disaster, be specific. Does it mean typhoon, pest infestation or famine?
- Accidents can mean many things. Is it a car collision? Did somebody fall from a building? Was there an airplane crash?
- A frequently used word is “legal action.” Does this mean a civil case? Or a criminal case? Or is a person filing suit for damages?

### 4. *Check and re-check commonly confused words.*

These are words that sound the same and are often thought to have the same meanings. Examples:

- Eminent – distinguished
- Imminent – about to happen



### 5. *Be consistent.*

For important concepts, use the same words and phrases consistently even if they sound repetitive. Don't begin writing about 'the delegates' then use different words, such as 'attendees' or 'participants', to describe the same thing.

## Sentence construction

1. Use the active voice and personal language.
  - **Active voice:** *Practice composting in your backyard.*
  - **Passive voice:** *Composting should be practiced in your backyard.*

Using "you" and "we" makes writing more direct and understandable.

2. Write short sentences. Preferably do not exceed 20 words on average. Keep one main idea per sentence and use punctuation marks.
3. Vary sentence length.

### MEASURING READABILITY

Number of Words	Description
8 words or less	Very easy
11 words	Easy
14 words	Fairly easy
17 words	Standard
25 words	Fairly difficult
28 words	Difficult
29 words or more	Very difficult

## Paragraphing

*What are the functions of paragraphs?*

- Constitute an idea or a set of related thoughts.
- Break up masses of text for easy reading.
- Depict logical order of the material.

### TIPS FOR PARAGRAPHING

1. Shorten to 3–4 sentences per paragraph.
2. Use transition words to indicate shifts in thought, mood or action. Moving from one paragraph to another, transitions tell readers to:
  - continue ahead
  - change direction
  - re-examine ground already covered
  - end of point

## Editing tips

Systematically editing a document, report or article helps to make it more effective. Here follow some editing tips (FAO, 2011):

- Allow some time to pass between the time you completed the draft and the time you begin editing it. If in a tight deadline, 5 or 10 minutes will help. The more time and distance you allow, the better your editing will be.
- Use the computer's spelling- and grammar-check programmes to support your proofreading.
- Edit directly on computer screen if you are used to it.
- If editing a long document on screen, have a clean hard copy by your side to see the sequence, overall flow of paragraphs and overall structure of the document.
- For each editorial stage, always start with a clean copy.

### 3. GUIDELINES IN LAYOUTING PRINT MATERIALS

Page layout or composition is the process of placing, arranging and rearranging text and graphics or visuals on the page. A good composition is pleasing to look at and helps to effectively convey the message to the intended audience. Following are a few tips on page composition for print materials:



#### 1. Align text and graphic elements with each other or a grid.

Place each text or graphic element on the page so that they connect to each other. To create order and consistency on a page, horizontally or vertically align objects along the same edge, or centre them.



#### 2. Select a single visual or make strong visual connections.

One strong visual can yield a simple yet powerful page layout. When using multiple images, group them so that they form a single visual unit.

faithclipart.com



### 3. Create the right balance in number of text and graphics and their arrangement.

Use an odd number of visuals, an odd number of text columns or asymmetrical arrangement of elements to create a dynamic layout. Symmetrical balance or the use of even elements, such as two or four columns or a block of four pictures, generally produces a formal, more static layout.

chamberfour.com



### 4. Divide the pages into thirds.

The rule of thirds suggests that a more pleasant composition can be obtained by arranging text and graphics using one of these guidelines:

- Keep the most important elements evenly spaced within vertical or horizontal thirds.
- Place the most important elements in the upper or lower third of the page.
- Put the most important elements centred on one of the points where lines intersect after visually dividing the page into thirds horizontally and vertically.

thedesignturgy.co.uk



### 5. Add white space in the right place.

Cramming too much on the page can ruin a composition. Leave a white space around the edges of the page, the text or graphic elements for visual breathing room.

clintonjade.com



### 6. Use two or more of the same design element.

Repetition can come in the form of consistent use of alignment, use of the same colours for related items, use of the same style or size of graphics, or placing page numbers in the same spot throughout the publication.

squidoo.com



### 7. Emphasize differences between design elements.

While some aspects of page composition require the same alignment and consistent use of colour, it is good to do some things differently: use contrasting colour and alignment. The greater the difference, the greater *the contrast and the more effective the layout*.

## ANNEX 4

### VISUAL MATERIALS PRODUCTION

Knowing the basic elements and principles of design will help in making good decisions on any visual communication material that is going to be developed with the help of a professional graphic artist.

#### 1. ELEMENTS OF VISUAL DESIGN

The elements listed below constitute the building blocks in the visual design process. They are commonly seen in combination with each other as reflected in the final material (McClurg-Genevese, 2005):

##### a. Line

A line has length and direction. Lines create shape, contour and outlines; they can suggest mass and volume. Visual designers use lines to convey a specific kind of feeling or point to an important feature in a design. Lines can show perspective.

##### b. Shape

Shape is a two-dimensional line with no form or thickness. Shapes are flat; they have height and width but no depth. Geometric shapes include circles, squares, rectangles and triangles. Organic shapes are free-flowing, informal and irregular, such as those we see in leaves, seashells or flowers.

##### c. Form

Form is a three-dimensional object with volume and thickness. It can create a 3-D effect using light and shading techniques. Forms can be realistic, abstract or somewhere in-between.









##### d. Colour

Colour has three properties – hue, value, and saturation. Hue is the actual colour, such as red, blue-green or mauve. Value refers to the lightness or darkness of a colour, i.e. how black or white a given colour is. Saturation is the intensity of colour – the more gray a colour is, the less intensity it has.

##### e. Value

Value is the degree of lightness or darkness in a design. It shows the contrast in all the tones between black and white. Value creates depth in a picture making the object look three-dimensional with highlights and cast shadows. For instance, a landscape gets lighter in value as it recedes to the background, thus giving the illusion of depth.

## Elements of visual design

<p><b>LINE</b></p> 	<p><b>COLOUR</b></p> <p>Hue </p> <p>Saturation </p> <p>Value </p>
<p><b>SHAPE</b></p> 	<p><b>VALUE</b></p> 
<p><b>FORM</b></p> 	<p><b>TEXTURE</b></p> 

### f. Texture

Texture refers to the surface quality, either tactile or visual. One example is the roughness or smoothness in an object. Texture can be real or implied and is used to create surface appearance<sup>1</sup>.

## 2. PRINCIPLES OF VISUAL DESIGN

To improve visual literacy skills is also important to apply the basic design principles listed below:

### a. Balance

Balance refers to the distribution of visual weight on a given space of material. Symmetrical balance gives an even placement of visual weight in the design. Asymmetrical balance creates uneven spaces resulting in dynamism or visual movement.

### b. Emphasis

Emphasis refers to the focus of the material, a point visually dominant that is meant to be seen or noticed. Emphasis can be achieved through colour, value or shape. When it is used with repetition, the emphasis is usually a break in the basic structure that causes the viewer's eyes to pause or focus on the particular element.

<sup>1</sup> More details can be found at [http://www.digital-web.com/articles/elements\\_of\\_design](http://www.digital-web.com/articles/elements_of_design)

### c. Contrast

Contrast refers to differences in values, colours, textures and shapes. It is one of the most effective ways to create visual excitement and add visual interest. If all colours are the same, the result is monotonous and boring. To achieve contrast, combine: a) a large font type with a small one; b) graceful, old style font with a bold sans serif font; c) red colour with yellow; and d) large and small illustrations. Contrast must be strong, otherwise confusion might arise.

### d. Rhythm or repetition

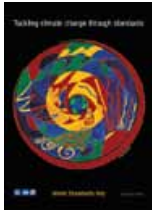

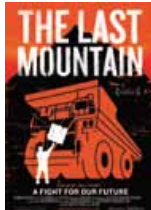


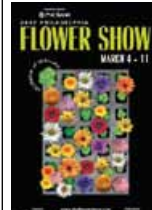
Rhythm is the repetition of visual elements – colour, shape, texture, or line. Repetition unifies all parts of a design, giving a sense of consistency. It also gives the mind a pattern to follow and creates meaning for the overall message.

### e. Proximity

According to this principle, elements visually grouped together in a space will appear to belong together. Like repetition, proximity creates a sense of unity. Grouping similar items together or moving related items closer to each other forms a cohesive group.

### f. Unity

Unity means keeping all the design elements in harmony with one another. It provides a cohesive quality that makes the design complete and finished. When all of the elements look as they belong together, then unity has been achieved.

Emphasis	Contrast	Balance	Rhythm	Proximity	Unity
					
din.de	goapes.wikispaces.com	film.vn	discover.asdi.com	arwickshire.gov.uk	Treehugger.com

## 3. COMPOSITION OR LAYOUT<sup>2</sup>

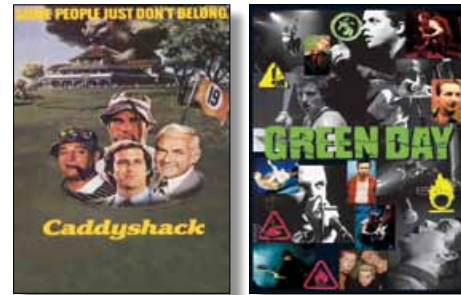
Composition or layout is the orderly arrangement of elements using the principles of design. Various layout techniques can be used to produce effective materials:

<sup>2</sup> More tips on graphic layouting can be found at <http://desktoppub.about.com/od/layout/tp/composition.htm> and [http://desktoppub.about.com/od/designprinciples/tp/Principles\\_of\\_Design.htm](http://desktoppub.about.com/od/designprinciples/tp/Principles_of_Design.htm)



### a. Grid layout

Divide the visual space into equally-sized rectangles or squares. These blocks and their tangent points represent areas where the elements should be placed. For example, a simple quadrant layout centres the point of interest, and then other elements can be added. To create an asymmetrical layout, place various elements within one or in all four quadrants.



### b. Rule of thirds layout

The rule of thirds represents a refined and classic grid layout. An image can be divided into nine equal parts by two equally-spaced horizontal lines and two equally-spaced vertical lines. The four points formed by the intersections of these lines can be used to focus on the main elements, or the boxes formed by the lines can provide the spaces for the elements.



### c. Circular or oval layout

This layout takes the viewer's eye around the picture. It often uses elements that are circular. Since a poster is often rectangular, the circle is often an oval.



### d. "Z" layout

The "Z" layout is a popular design layout borrowed from advertising. In most visual advertisements, the headline, company name and logo are included in the design. These elements are often placed at the top and bottom of an ad, where the logo provides a stopping point for the eye and leads it back into the page.



## ANNEX 5

# RADIO MATERIALS PRODUCTION

### 1. ELEMENTS OF RADIO PRODUCTION

There are four important elements that need to be looked into when doing radio production: a) human voice or spoken word; b) music; c) sound effects; and d) microphones. The principles governing their use are discussed below.

#### a. Human voice or spoken word

The main element in any radio programme is the voice of an announcer or radio broadcaster. It is often pleasant and nice to listen to. Two factors are relevant in the use of human voice in radio production:

1. the speaker should have a well written script;
2. the speaker must read well into a microphone in a studio.

#### b. Music

Music is the soul of radio: it adds colour and life to any spoken word. It can serve as signature tune or theme music of a programme, break the monotony of the human voice, give desired effects and suggest a scene or location.

#### c. Sound effects

Sound effects give meaning and sense of location to a radio programme. These add realism and help listeners to use imagination. For example, a crowded market scene can be recorded to simulate the actual place. If recording in a studio, the sound of horses' hooves can be produced by tapping two coconut shells together. Most of the time, pre-recorded sound effects are used.

#### d. Microphones

A microphone is needed for a voice to be recorded in a studio. The mike amplifies or increases the volume of a person's voice.

#### TYPES OF MICROPHONES

1. Unidirectional: picks up sound from one direction; commonly used by radio announcers and newscasters.
2. Bi-directional: picks up voice or sound from two directions; used in recording interviews in the studio.
3. Omni-directional: picks up voice or sound from all directions; used when a number of voices are present in a single programme, such as a radio discussion or drama.

## 2. RADIO PRODUCTION PROCESS

The radio production process has three stages:

- a) pre-production
- b) production
- c) post-production

### a. Pre-Production

At this stage the radio broadcast material or programme is just an idea. First of all, the topic or subject matter must be decided, keeping in mind:

- audience characteristics and information needs pertaining to knowledge, skills attitudes and practices;
- objectives and key message/s to be conveyed;
- specific issues or problems.

After that, a plan of action can be prepared determining:

- the format of the programme (e.g. talk, discussion, interview, drama or documentary);
- scriptwriter and performers;
- equipment for outside recordings;
- time and venue of the recording.

Scripting should be done according to the principles of writing for radio. Rehearsing the voices of speakers is also part of this stage.

### b. Production

This is the actual process of recording and editing a radio programme. Proper studios, microphones and computers are required.

### c. Post-production

People involved with the production should now be informed of the broadcast's completion. The programme has to be given publicity both on the radio and in other media to ensure that people know about it and listen to it. The announcements for the presentation of the programme are also written and provided for the actual broadcast.

### 3. RADIO FORMATS

When producing radio broadcast materials, one of the formats below can be selected (FAO, 2004):

#### a. Straight Talk

The information is presented or knowledge is shared on certain issues. Broadcasting in this format should be short – max. 15 minutes – as it can be boring and flat.

#### b. Interview/Discussion

Interviews are made to express the opinions of community members, experts or other important people on a problem or issue. This can also consist of a group discussion about an issue or concern in the community. Since it involves more than one person, this format becomes quite interesting. It can be used to generate a two-way, participatory flow of information.

#### c. Drama

This is a form of storytelling with characters, conflict and resolution. It can be professionally done or it may be a creative dramatization of issues identified by and produced by the community. Dramas generate high degree of interest and keep the listeners' attention for a long time. They are also very helpful in dealing with sensitive issues that remain hard to address directly in interpersonal discussions.

#### d. Music

This is effective in communities with a tradition of popular music, dancing and singing. The themes of songs can be used to raise certain issues or to promote certain practices.

#### e. Jingle/Plug/Spot

It is usually a part of a programme and may be played every hour, depending on the radio station's broadcast policy. It reminds the listener of a certain product or service in the community.

#### f. Feature

This is a programme that focuses on a specific topic. It can use straight talk or a mix of talking and music.

## g. Magazine

This radio format contains a number of issues or mini-programmes. It can be shaped as a news report or it can have different elements, such as interviews, music and straight talk. It aims to inform listeners on a number of issues.

## 4. TIPS IN WRITING FOR RADIO

What radio broadcasters say on the air is drawn from a script. These guidelines should be followed when writing a script (FAO, 2004):

1. Write for the ear, not for reading. Read out loud while writing.
2. Keep the target audience in mind. Adjust the language to match that of the audience.
3. Involve the listeners. Be informal. Talk to them in a normal conversation.
4. Use relevant facts.
5. Get straight to the point. Keep one idea in one sentence. Do not cram too much information in the script.
6. Avoid vague and abstract words. Don't use too many adjectives.
7. Round off figures to the nearest whole number for easy understanding.
8. Avoid abbreviations or short forms. If they are going to be used, spell them out.
9. Repeat the message, if necessary. This will make it memorable for the audience.
10. Use imagery. Allow the audience to visualize what is being discussed.

## ANNEX 6

# VIDEO MATERIALS PRODUCTION

### 1. TYPES OF VIDEO MATERIALS

Video is one of the most interesting and preferred forms of media due to its combination of visual and spoken elements along with dynamic movement. A video material can be produced for a variety of purposes: documentation; awareness raising; advocacy; encouraging stakeholders' participation and action; initiating discussion on issues; facilitating the learning process; and monitoring.

Lie and Mandler (2009) identified different uses of video in development. They listed the following:

- **Video for raising awareness and advocacy** – to alert people about issues, problems and concepts.
- **Video for stakeholder engagement and action** – used in multistakeholder development activities to address complex development problems and realities.
- **Video for capacity building** – to share information and to increase knowledge and practical skills of stakeholders.
- **Video for exchange of experiences and reflection** – to give a story or testimony.
- **Video for reporting, monitoring and evaluation** – to collect qualitative data and to record FGDs and interviews.

Video materials can also be classified depending on their purpose (Cadiz *et al.*, 2006) as follows:

1. **Informational video** aims to raise awareness and promote understanding of an idea by providing information and explaining a topic.  
*Example: Video on a new saline-resistant rice variety.*
2. **Motivational video** focuses on promoting an attitude about a topic.  
*Example: Video on benefits of organic farming.*
3. **Instructional video** presents procedures on doing things.  
*Example: Video on how to put up a community tree seedling nursery.*

Any combination of the above types of video presentation is also possible.



### PARTICIPATION CLUES

When using video in development programmes, a key element to consider is the degree of stakeholders' participation in the production cycle. In ComDev interventions it is important to ensure a comparatively high degree of inclusion of the community. For videos on agriculture and rural development, farmers should be involved in designing the video materials early on, in the pre-production stage, through participatory planning and script-writing, and there should be an easy-flowing feedback system throughout the whole process.

(Lie and Mandler, 2009)



## 2. VIDEO PRODUCTION PROCESS

Compared with other ComDev media, producing a video material can be more complicated, relatively expensive and time consuming. Like radio production, it follows three stages: a) pre-production; b) production; and c) post-production. All the necessary preparations for each stage must be accomplished before moving into the next one.

### a. Pre-production

Cadiz *et al.* (2006) enumerate the video pre-production steps below:

1. **Audience analysis** – Knowing the audience or stakeholder is a basic rule in ComDev. Use the findings of the PRCA to identify early on the intended viewers of the video and determine their age, gender, social class, educational attainment, occupation, knowledge, prevailing attitudes and concerns. Their characteristics may be relevant for how they will receive the video presentation.
2. **Need assessment** – This refers to the information needs of the intended audience pertaining to knowledge, attitude or practice. These are those that will be met through the video presentation.
3. **Objective setting** – The objectives reflect the desired change in the audience's knowledge, skills, attitudes or practice, which the video presentation aims for.
4. **Scriptwriting** – A video presentation needs a script or detailed written plan that will be followed in the actual production (see the following section).
5. **Distribution planning** – Once the video material has been produced, decide on how to distribute it to its audience and how it will be viewed.
6. **Budgeting** – Compute for the total expenses, ensuring that there is a funding source, and check how many funds are available.
7. **Team building** – Orient and prepare the video production crew, community members, and talents so that they can work smoothly together.
8. **Developing a shooting schedule** – Prepare a timetable of activities in all three phases of the video production process so everyone's involvement can be coordinated.

### b. Production

During actual video production, the scenes that involve talents are rehearsed. The voice over narrator should practice reading the video script. At the production stage, the role of the video cameraman is very important. Shooting the video footages is done as well as getting audio inserts from available sources (Cadiz *et al.*, 2006).

### c. Post-production

For video post-production work, these steps should be followed:

1. **Shot listing** – Prepare a list of all the scenes or footages to be taken and their location as indicated in the video counter or log of the video player.
2. **Transcribing interviews** – Write word for word all the recorded interviews, particularly those that will be used in the video presentation.
3. **Determining interview cut-points** – Identify the specific parts of interviews that will be used in the video presentation, specifying exactly where they will be cut.
4. **Digitizing/capturing** – Translate analog video images to computerized images if the camera used is not digital.
5. **Video editing** – Put together the selected video images and footages along with the audio component in smooth, properly synchronized and logical sequence to make a coherent and effective video presentation.
6. **Pre-testing** – Show the “draft” video presentation to its clients and sponsors to test their reactions and solicit their comments and suggestions. Based on pre-test results, the video presentation is polished as needed.
7. **Distribution** – Provide for delivery of the video presentation to its intended users.
8. **Evaluation** – Provide for systematic investigation of how the video presentation achieves its objectives of bringing about desired change in knowledge, skills, attitudes or practice among the intended viewers.

### 3. VIDEO SCRIPTWRITING

A **video production script** is a written plan of its presentation. The script gives an idea on paper on what will be seen and heard in the video. Preparing a video script before shooting the video footages helps make sure that ideas presented in the video are well-organized.

#### CONTENTS OF THE VIDEO SCRIPT

- Narration
- Illustration or drawing or image
- Visual description and camera movement
- Instruction for music and sound effects

The four steps below should be followed for video scriptwriting (Cadiz *et al.*, 2006):

#### 1. Prepare the script plan

In one to two pages, briefly describe the topic, audience, objectives, outline and treatment of the video material you want to produce.

## 2. Choose a video treatment

The video treatment will guide one on how to put flesh into the video script. Simply select from any of the video treatments below. Then, write a short paragraph to justify or explain the choice.

### TYPES OF VIDEO TREATMENT

- **Straight narration** – Facts and messages are narrated in a straightforward way as if the person were teaching; it makes use of third person point of view.
- **You approach** – You talk to audience and address them directly; use the second person point of view to emphasize this approach.
- **Dialogue** – It makes use of conversations; two or more people talk about and discuss certain issues, not just alternating voices.
- **Dramatic approach** – It makes use of different characters; it creates a story that has conflict, climax, anti-climax and a resolution at the end.
- **Documentary** – It makes use of voice clips and sound effects to make the subject matter more authentic.
- **Abstract or symbolic** – It can include sounds and 'abstract' visuals; ideas are not expressed explicitly; it enables audience to make their own interpretations of the programme.





## 3. Write the narrative script

The narrative script describes in paragraph form how the video opens or introduces the presentation, develops and explains the topic, then closes or concludes the presentation. The video presentation may follow any of the sequencing of topics, such as chronological or time order, spatial or place order, general to specific order of ideas, cause-effect order, or problem-solution order. The video should end summarizing key ideas, giving recommendations or proposals for the audience to ponder about.

## 4. Prepare the video and storyboard

Storyboard templates generally include video and audio directions, scene diagrams, and other details such as running time, location, and materials required. The sample storyboard in the next page consists of three main columns: video, diagram, and audio. The video column provides instructions about the focus and type of shot for each scene. The diagram is a drawing, illustration or photograph of what the scene will look like from the camera perspective. The audio column includes notes on the dialogues and narration that will accompany the “seen” part. Remember that video is mainly a visual medium and the narration should merely support or complement it as needed.

## Sample video storyboard

VIDEO	DIAGRAM	AUDIO
Wide shot of farm. Transition mid shot of farmer complaining to his friend that he has lost another bag of his cowpeas.		Dialogue along these lines: "I cannot believe that I lost another bag of cowpeas. What can I do to prevent this?"
Close up on bruchid-eaten cowpeas while farmer runs his hands through what is left.		Farmer explains how he lost his seeds, when he noticed what happened, and how he had stored them.
Mid shot of friend crouched down next to farmer.  Close up shots on actors when speaking.		Friend: "I used to have the same problem as well, until I learned about a cheap way to reduce this infestation..." Farmer: "Really? How does it work?"
Mid shot of actors crouched down.  Actors stand up and continue talking. Mostly close up shots on actors when speaking, although some mid shots when dialogue is more quickly back and forth.		Friend: "It is called the triple bagging technique" ... goes on to explain process.

Source: Woodard, 2012

Protz (2012) identifies the following principles for good video script writing:

### a. Writing is work and all good writing is re-writing

Good writing rarely comes naturally. It is a learned skill that requires constant practice. Most good writers – and all great writers – write, rewrite and then rewrite again. The best ideas get fine-tuned in the rewriting. So, the first step is to get one's thoughts down, in whatever form. Many times a writer goes through six or eight drafts before being satisfied.

### b. Good writing reflects natural speaking

"Tell it" rather than "write the message." When people talk, they use plain language, concrete words and common images. Thus, speak directly. Fancy words just confuse people. Keep words simple, straightforward and specific, get to the point and avoid using jargon.

### c. Read work aloud

Read the writing piece aloud. If the writing seems unnatural and forced, go back and make edits. The audience should feel like they are hearing – not reading – the information.

#### d. Be specific

Use words that refer to things or actions. Use concrete images and adjectives. When language is too general and abstract, it is dull and vague.

Here are some “poor” versus “better” examples of writing:

1. *The nutrition workshop was well attended* versus *Eighty-five people came to the workshop.*
2. *Participants had an opportunity to sample a variety of unique and different food preparations* versus *People tried more than 20 new dishes.*

#### e. Use action

Audiences want to know who or what the subject is; then they want to know what happened or what to do. Action builds interest. To get it, simply begin a sentence with a subject and follow with a strong verb. Try to avoid the verb ‘to be.’ Sentences that contain the words ‘is’, ‘was’, and ‘were’ tend to be weak.

#### f. Use pronouns

Pronouns help to keep sentences short and specific. Once a person or place has been named in the text, one does not need to name him/her again.

CHANGE	TO
The director informed the nutrition council that projections were encouraging for an increase in personnel.	She told staff new people would be hired.

#### g. Use contractions

For clear messages, contractions are very helpful because they are conversational.

*Can not – can’t*

*Will not – won’t*

*Is not – isn’t*

#### h. Write concisely and avoid clutter

Avoid using too many words when one or two will do. Keep one idea or point per sentence. Clutter depersonalizes the message, promotes mistakes, confusion and misunderstanding. Instead, be clear and precise. Clutter hides responsibility while the video scriptwriter is trying to get the audience to take responsibility by doing, thinking or feeling something.

### i. Avoid repeating words and phrases.

Repetition is boring.

### j. Avoid stereotypes and bias.

This means avoiding racial, religious, ethnic, gender and sexual bias in all writing.

As video scriptwriter, one must also know how to write instructions for the video camera man and also for the sound engineer or audio technician (Cadiz *et al.*, 2006).

## INSTRUCTIONS FOR USING MUSIC AND SOUND EFFECTS

- INTRO MUSIC – a music piece is used in the introduction of the video.
- MUSIC UP – the volume of the music is at the same level as that of the narration, played as such in between pauses in narration.
- MUSIC UNDER – the volume of the music is low enough so that the narration can be heard; it only serves as background music.
- MUSIC FADE IN – the music volume starts from zero then gradually increases to the desired level (whether UNDER or UP).
- MUSIC FADE OUT – the music volume gradually decreases to zero.
- MUSIC SNEAK IN – similar to MUSIC FADE IN, but the increase in volume is even more gradual and unnoticeable.
- MUSIC SNEAK OUT – similar to MUSIC FADE OUT, but the decrease in volume is even more gradual and the fade out is not noticed.
- MUSIC SEGUE – the first music piece fades out to zero volume and the next music piece fades in from zero volume starting at the point when the first piece reaches zero volume.
- MUSIC CROSSFADE – as the first music piece fades out, the next one fades in at the point when the first piece has not yet reached zero volume. Thus, there is a point when the two music pieces are both playing at low volumes.
- MUSIC/SFX MONTAGE – an assortment of elements, in this case music and sound effects, put together in succession.
- MUSIC OUT – turning off the music.
- EXTRO MUSIC – music is used at the conclusion of the video.



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Today more than ever smallholders and rural communities require access to information and communication to make their voices heard and change their lives for the better. Communication for Development facilitates dialogue and collaborative action, combining participatory methods with communication tools ranging from community media to ICTs.

The *Communication for Rural Development Sourcebook* provides communication practitioners, development professionals and field workers with a comprehensive set of guidelines, illustrative experiences and learning tools to apply communication in agriculture and rural development initiatives.

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