EMPOWERING MESSAGES

What you should know: Strategic Communication and Gender-Based Violence

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"Good communication is as stimulating as black coffee and just as hard to sleep after."
– *Anne Morrow Lindbergh*

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For his review and input into the guidelines, MMA would particularly like to thank Dr Peter Chen, the Regional Advisor on Adolescent Reproductive Health to the UNFPA Country Technical Services Team for East and South-East Asia. Dr Chen is the author of *Planning BCC Interventions – A Practical Handbook* (UNFPA CST, 2006), a significant resource that was also drawn upon in the development of these guidelines.

WHY THE NEED FOR THESE GUIDELINES?

There are several organisations in Africa which aim to eliminate the incidence of gender-based violence through such actions as education, advocacy, lobbying and media-based interventions. What follows is a tool that aims to:

- Facilitate the building of stronger, more sustainable communications campaigns as a component of gender-based violence intervention strategies;
- Promote partnership across organisations that share this worthwhile vision; and
- Ensure greater long-term impact.

These guidelines present a unique and comprehensive resource specifically addressing the development and implementation of communication targeting issues related to gender-based violence. It addresses core concepts such as understanding your intended audience, and how to approach monitoring and evaluation.

How will these guidelines assist you?

- Non-profit organisations need appropriate and low-cost assistance in developing effective communication materials that facilitate social change.
- The whole process is broken down into different sections, each with a series of specific steps that form a solid framework

for the development and management of an effective communication intervention.

- You do not have to be experts in social marketing and communication in order to plan and execute a successful communication campaign.
- These guidelines include a wealth of additional resources to assist you in developing your communication when more detail or examples are required.

People/organisations who are likely to find these guidelines useful

The guidelines are a valuable tool for the entire sector involved in rallying against gender–based violence. More specifically:

- People involved in development of campaigns will know what is considered best practice, and feel more confident about developing, implementing and budgeting for communication campaigns.
- Evaluation results should provide the basis for continued improvement of campaigns, empowering developers to motivate for increased/continued campaign funding, and enable funders to better justify future contributions.
- Government bodies and funders will be better able to assess proposals submitted.

You do not have to be experts in social marketing and communication in order to plan and execute a successful communication campaign.

DEFINITIONS AND TERMINOLOGY

Category definitions

- Gender
  Socially, culturally and politically constructed roles, qualities and behaviours that are prescribed for males and females in a society, and thus what societies consider acceptable masculine and feminine attributes for each biological sex.

- **GBV**
  Gender-based violence: violence committed against a person or group on the basis of their gender. Targets of violence may be female or male. Acts of violence are any act that results in physical, sexual or psychological harm, including threats, coercion and restriction of freedoms, occurring in public or private life.

- VAW
  Violence against women: a subset of GBV, violence committed against women on the basis of their gender.

Communication and development definitions

- Advocacy
  The process of advancing a cause to people, particularly in positions of power, to generate change in policy, law and practice.

- Demographics
  Refers to a person's placement and/ or status in a population group. For example: age, race, relationship status, where they live, how much they earn etc.

- Intended audience/target audience
  A core group of customers or audience members, with similar economic and cultural backgrounds and with similar needs, who form the focus of an organisation's communication efforts. A number of publications use the term "target audience". However, in these guidelines, we use the term "intended audience" as it is more humane, addressing people rather than treating them as inanimate objects or targets.

- Intervention mapping
  Largely used in health promotion, it describes the process of programme development in six steps, and maps the path from recognition of a need or problem to the identification of a solution, and ends with the anticipation of process and effect evaluation. It includes the selection of theory-based intervention methods and practical strategies to change (determinants of) health-related behaviour.

- Mass media
  Mass media is a term used to denote a section of the media specifically envisioned and designed to reach a very large audience such as the population of a nation

state. Examples include large footprint/circulation radio, TV and newspapers.

- Media campaign
  An organised series or collection of measures taken that utilises media to influence attitudes and opinions for or against some action or other objective.

- Media channel
  The means by which the message is delivered. For example, TV, radio, pamphlets, billboards, posters, email, graffiti, press.

- PR
  Public relations: includes ongoing activities to ensure the organisation or campaign has a strong public image. Public relations activities include helping the public to understand the organisation/campaign and its message. Often, public relations efforts are conducted through the media, that is, newspapers, television, radio, magazines, etc.

- RUM
  A marketing and advertising term for materials that meet the following criteria: Relevant, Unique and Memorable.

- Segmentation
  Breaking down the total population or audience into more manageable sub-groups of people with various characteristics in common (i.e. intended audience).

- SMART objectives
  Objectives that meet the following criteria: Specific, Measurable, Achievable, Realistic, Time-related.

- Social marketing
  A sub-discipline of marketing that applies the principles, process, and techniques of commercial marketing to programmes attempting to influence individual behaviour in order to achieve socially desirable goals around issues of public health, education and criminal behaviour, and other forms of socially deviant behaviour. Focus is placed on the consumer, and involves in-depth research and evaluation. Strategic communication is one component of a social marketing strategy.

- **Strategic communication**
  In the development and public health fields, this is communication aimed at facilitating a voluntary change in behaviour in intended audiences. A number of organisations and centres also make reference to this as communication for development (C4D) and communication for behavioural change (CBC).

Research and evaluation definitions

- Activities

    The actions taken to implement a communication intervention, and utilise the designated inputs. Activities include: planning, message development, testing, material production, distribution and display, PR articles, and evaluation. That activities took place cannot be used as an indication of success or otherwise of a communication intervention. For example, 100 leaflets produced will not create any impact if: a) they are not distributed, b) they are distributed to the wrong place or via the wrong channels, or c) they have been badly developed so that their content and format alienates or is ignored by their intended audience.

- **Attitudinal measures**

    These are indicators about the way individuals think and feel. They may be in the form of thoughts, opinions, feelings, emotive states, levels of satisfaction etc. They are intangible measures, which often makes them difficult to measure and track. For example, a family may believe it is inappropriate or unnecessary for a girl to continue her education after the age of 12.

- Baseline data

    These are the pre-campaign measurements taken that correspond with objective indicators (e.g. number of women aged 24-36 working in xyz who know that a help-line service exists and what number to call). They are important for being able to show the effects of the campaign by enabling comparison between pre- and post-campaign data.

- Behavioural measures

    Are indicators of the way that people do things, act and behave. They are physical manifestations that can be observed and noted. This makes them easier to measure and track than attitudinal measures. For example, a family may prevent a girl from attending school after the age of 12.

DEFINITION

Content analysis
A method for analysing the content of written or verbal material; most often used in the analysis of mass media materials; based on development of a set of categories for coding the content of the material.

- Data

    The specific bits of information collected by a scientifically valid method of collection; can be in the form of observation, by means of an experiment, or by asking persons questions as part of a survey.

- Endline data
    A complement to baseline data, these are the post-campaign measurements taken that correspond with objective indicators (e.g. number of women aged 24-36 working in xyz who know that a help-line service exists and what number to call). They are important for being able to show the effects of the campaign by enabling a comparison between pre- and post-campaign data.

- Impact
    Not to be confused with outcome/s, this refers to the long-term effects on the broader social issue that the campaign seeks to assist in addressing (i.e. changes in incidence of GBV or related issues). In terms of planning, impact is also referred to as the long-term goal of a campaign. Impact cannot generally be directly attributed to a single campaign because of a variety of other factors and activities that influence behaviour over time.

- Indicator
    A variable showing level or state, and used to measure change in the level or state of an activity, output or outcome. However, indicators cannot provide diagnostic information regarding why change has or has not occurred.

- Inputs
    These are materials and resources that are used in the development and

implementation of the communication campaign.

- Outcomes
    These are actual impacts/benefits/ changes that can be attributed to the communication campaign. These changes, or outcomes, are usually expressed in terms of:
    Awareness
    Knowledge and skills
    Attitudes and behaviours
    Values, conditions and status

- Outcome indicators
    These are observable and measurable "milestones" of a campaign objective. These are what can be seen, heard, read etc, that indicate whether campaign objectives are being achieved (or not) and to what extent. Outcome indicators thus rely on baseline measurements taken prior to the development of outcome statements and implementation of the campaign.

- Outcome statements (communication objectives/indicator targets)
    In terms of planning, the outcomes that a campaign seeks to achieve are also referred to as the campaign objectives, which are specifically defined in outcome statements. These refer to both the desired specified change and the proportion or number of individuals of the core intended audience that you aim to actively effect

change among, or the proportion or number of individuals that you want to achieve the outcome.

- **Outputs**

  For a communication strategy aimed at movement along the behavioural change continuum, outputs are the direct and immediate consequences of inputs and activities. Generating posters, holding workshops, and producing community plays or PR articles are examples of activities for communication programmes which cannot be used to evaluate a campaign in terms of its stated goal and objectives. Outputs, however, are in the form of exposure to the messages and how they were received and understood by the intended audience. Thus they are helpful in evaluating the effectiveness of the approach developed. Examples of outputs are a percentage of the intended audience sample who can recall a public campaign and the messages contained therein, or the number of calls made to an information hotline.

  A strong theoretical and evidence-based link must be established between the output and outcome to draw conclusions about indicators of success. Output indicators should bear greater relation to the achievement of objectives (outcomes), and be seen as intermediate steps along the behavioural change continuum leading to the change desired as a result of the campaign. Sometimes outputs are also referred to as short-term outcomes.

- Qualitative

  Qualitative research provides an understanding of how or why things are the way they are. It gathers reactions/understanding from small numbers of the intended audience, usually through discussion. Results are thus subjective, not numerically expressed, and cannot be used to make generalisations about the population. For example, a market researcher may stop a consumer who has purchased a particular type of bread and ask why s/he chose that type of bread. Unlike quantitative research, there is no fixed set of questions. Instead, a topic guide (or discussion guide) is used to explore various issues in depth. The discussion between the interviewer (or moderator) and the respondent is largely determined by the respondent's own thoughts and feelings. Research of this sort is mostly done face-to-face, or via such tools as the internet or telephone.

- Quantitative

  Quantitative research is expressed in numerical terms and often involves statistical analysis. It is generally considered to provide objective information, involving a set of identical questions usually posed to large numbers of people. For example, a government department may ask a group of citizens how well it recalled a public information campaign: clearly, vaguely or not at all. This will provide quantitative information regarding the number of responses against each of the possible

responses, which can be analysed statistically. The approach generally utilises interviews and questionnaires. The data gathered can be used to draw conclusions about the intended audience in general, and is useful in measuring the prevalence of a knowledge set, attitude or behaviour in the intended audience.

Outcomes are the changes that can be attributed to the communication campaign.

BACKGROUND
Context

The increasing incidence of gender-based violence, particularly in Southern Africa, has raised questions about the effectiveness of gender-based violence communication campaigns. It has also highlighted civil society's coordinated response to this human rights violation and its effects on attitude and behavioural change. Whilst the 16 Days of Activism of No Violence Against Women and Children campaign appears to be a clear effort by the South African media to cover stories about gender-based violence, and by organisations to focus delivery of individual campaign messages, the effectiveness of these messages is rarely assessed. In fact, gender-based violence communication campaigns in general are not adequately evaluated on their overall impact, much less their clarity and purpose.

In an attempt to facilitate an improved and more coordinated response by civil society, and thus send out stronger messages against gender-based violence, a study of issue-related communication campaigns run by various NGOs and CBOs in South Africa and Namibia was conducted in 2007. The study undertook to explore the process of communication development and implementation, identify the primary challenges currently encountered by organisations, and to improve understanding of what constitutes a successful gender-based violence campaign. In conjunction with an extensive review of literature and resources available, the study was conducted with a view to determining best practice, and what would be the best means to support this among those involved in address-

ing gender-based violence. The study results were to be incorporated into an appropriate resource, the scope of which was also to be informed by the results of the review and study.

The following guidelines are a key output from the research that was conducted. More details on the research can be found in Appendix I.

About Media Monitoring Africa (MMA)

MMA'S MISSION :

MMA is a human rights-driven, non-governmental organisation specialising in media monitoring with the goal of advancing a media culture in South Africa and the rest of the continent that is critical and fair, free, diverse and ethical.

Because the media has the power to shape people's social, historical and political perceptions of the world, it needs to be monitored and analysed. MMA has been doing this every day since 1993, assessing the media's performance against a human rights framework and other local and international media.

These guidelines form an integral part of MMA's gender-focused work.

Tanya Owen

Tanya Owen is the editor and primary author of these guidelines. Tanya's work with MMA as a specialist in organisational development and good governance has been supported by Australian Volunteers International.

Industry Consultants

In addition to the Empowering Messages Project staff, the following communication consultants also provided significant input into the project and resulting guidelines.

Angela J. Ferreira

Angela Ferreira is a strategic brand and communication consultant. Angela has worked on a range of projects in a variety of categories including telecommunications, banking and investments, mobile content development, government, and tourism. This has enabled her to accumulate extensive experience in various aspects of brand, business and sponsorship strategy, consumer research and communication planning.

Jason Levin

Jason Levin is a marketing and brand consultant who has worked in advertising, digital marketing and brand development for the last 10 years. Jason's work has covered small and large organisations in the commercial and public sectors, including: Pick 'n Pay, SABC1, Celtel, CIVICUS, Tiger Brands, Red Cross, SABS Design Institute, AMASA, Sasol and Standard Bank.

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INTRODUCTION

GBV, Southern Africa and the importance of developing communication around GBV

Gender-based violence (GBV) has come to be recognised as a human rights violation that is widespread across the globe and predominantly acted against women. Addressing gender-based violence has received growing attention from the international development community and at the local level. In addition to violence ending in death and disability, the long-term emotional and health costs to victims are well recognised, while the cost to family, community and country is also slowly drawing greater recognition.

Gender-based violence, in particular violence against women (VAW), is being seen as a major obstacle to development and peace, not to mention the social, economic and political equality of women. This recognition is particularly evident at the intergovernmental levels such as the United Nations and the World Bank, and in the documentation and programmes of major international funding bodies. Of particular note is the United Nations Population Fund's (UNFPA) State of World Population 2005 report, which significantly addresses gender-based violence as a major impediment to meeting the Millennium Development Goals. While GBV is recognised as universal, and though reliable statistics are not available due to underreporting, Southern African states display some of the highest reported rates of gender-based violence.

Also of great concern is the relationship between gender-based violence and HIV/AIDS, explored by a wide body of literature. Links have been established between gender-based violence in the form of sexual violence and a greatly increased risk of acquiring HIV. Sexual violence severely limits the ability to negotiate safe sex and forced penetration facilitates entry of the virus, with the risk espe-

DEFINITION 📖

GBV
Gender-Based Violence: violence committed against a person or group on the basis of their gender. Targets of violence may be female or male. Acts of violence are any act that results in physical, sexual or psychological harm, including threats, coercion and restriction of freedoms, occurring in public or private life.

cially heightened for women and young women in particular, who are biologically more vulnerable to acquiring HIV. In addition, studies have shown that gender-based violence within relationships may negatively impact on the abused partner accessing healthcare services for HIV/AIDS testing, counselling and treatment, not to mention sharing their HIV status, which thus potentially exacerbates the HIV/AIDS pandemic. Countries of Southern Africa also present the particularly alarming problem of circulating myths such as a cure for HIV being obtained by sex with a virgin, seen as not only directly supporting GBV and but also encouraging the molestation of children.

Thus, the advent of HIV/AIDS and the particularly alarming statistics for infection rates in sub-Saharan Africa, and in particular Southern Africa, has

created further impetus to address the human rights violation of GBV. The UNAIDS/WHO December 2007 report on the epidemic reported that more than two out of three adults, and nearly 90% of children infected with HIV, live in sub-Saharan Africa. It also reported that more than three in four deaths from AIDS occurred in the same region, with Southern Africa accounting for almost one third of all new HIV infections and AIDS deaths globally in 2007.

It is not surprising that with the confluence of high levels of both GBV and HIV/AIDS in Southern Africa, a number of studies into GBV in South Africa are available. The studies, statistics and experience of those in the field indicate intervention strategies addressing both issues are vital to the process of achieving gender equality, ending violence and numerous related development goals.

Gender-based violence encompasses all people in a society and all structures in a society (social, economic, cultural and political) in causes, consequences and solutions. Intervention strategies thus require a multi-targeted and multi-faceted approach. This needs to include all stakeholders and institutions to address the root causes of violence and respond to the consequences. Strategies include advocacy targeted at government and public institutions; health and assistance services for abused and those at risk of abuse; education to improve employment prospects and independence particularly for women; and public communication to raise awareness about services and the negative consequences of GBV for victims, families and society, and to facilitate behavioural change in society at the individual, community and institutional levels.

Public communication thus forms a vital compo-

nent of intervention strategies, bearing its own objectives and supporting the objectives of other interventions. The type of public communication strategy employed depends very much on the objectives of the intervention – influencing behaviour of individuals within the community, facilitating collective action, or generating change at the system and institutional levels. Communication in intervention strategies aimed at individuals must be carefully designed and implemented to be effective in facilitating the behavioural change that supports collective action and the broader goal of eliminating the incidence of violence. Thus communication must be strategic, with a clearly articulated purpose, and accompanied by programmes directed towards achieving this purpose.

STRATEGIC COMMUNICATION

Over the years, numerous books, articles and papers relating to strategic communication have been published. Communication planning is far from being an exact science and thus the literature on the subject is varied in opinion. In addition, there is often debate over which approaches bear the most impact, and even what terminology to use. In these guidelines, "strategic communication" refers to strategies aimed at influencing the behaviour of individuals within the community.

Strategic communication in and of itself cannot effect a reduction in levels of GBV at a societal level. However it can affect knowledge, attitudes, capacity and intention to change behaviour, and thereby assist in creating the conditions necessary for social change.

Research has shown that communication interventions are likely to be more successful when they facilitate a change in social norms rather than simply transferring knowledge. As social norms both determine and are determined by people's individual behaviour, strategic communication interventions thus have an important role to play in multi-dimensional intervention strategies by being able to stimulate individual behavioural change.

The complexity of developing communications strategies is recognised here, and certainly, some reliance on gut feel, experience and consultation is required. However, the use of such guidelines contained herein and background reading is essential for developing knowledge and skills or to review expertise. These guidelines will assist in steering the process in a more fruitful, less subjective direction.

As the saying goes, what you put in is what you get out, and we would recommend the following:

• Read these guidelines through more than once

and make note of anything you do not understand. Research areas of concern on the internet or put in a phone call to someone you know who works in the communication/social marketing industry.

- Practise by picking out a couple of advertising campaigns and observing the use of some of the principles you are told about in the following guidelines. This will involve working backwards. By this we mean try to work out the strategy behind the ad. Ask yourself such questions as, "Who is the communication targeted at? What is the key message? Is it RUM?" etc.

- Look for examples of communication planning strategies and products. These will act as useful reference for both "what to do" and "what not to do" when developing your own plan.

- Work together with other members of the project team because two or more heads are better than one.

- Even better, work with other organisations also trying to achieve the same or similar objectives with their communications or services. This offers the potential for combining your skills, creativity, knowledge and resources, to create a stronger message or messages, and also ensure that information you are distributing is correct and can be supported in reality by complementing services.

- Hopefully these guidelines will arm you with the basics. Resources that provide

additional information on particular subjects are listed throughout the guidelines. For further reading, we also recommend the following resources.

Why strategise for communication?

"Good communication is as stimulating as black coffee and just as hard to sleep after."
Anne Morrow Lindbergh
(Mid-20th century female pilot, explorer and author)

Thinking about communication in a strategic, rather than reactive or ad hoc way, is the first step to ensure that it will have significant and lasting impact. An examination of the world's most effective media campaigns reveals that in the majority of cases, careful planning was required and undertaken.

Our actions must be informed by an understanding of the environment in which we are working, of who we are trying to reach, what they are thinking, and how they are best reached. Addressing these questions requires a careful and purposeful approach.

The development of a strategic communication plan enables one to translate ideas into a concrete programme of activities that promotes the achievement of objectives.

RECOMMENDED SITES

The Communication Initiative Network, www.comminit.com

African Network for Strategic Communication in Health and Development, http://africomnet.org/index.php

GBV Prevention Network, www.preventgbvafrica.org

WomenWatch, UN Inter-agency Network on Women and Gender Equality, www.un.org/womenwatch

United Nations Development Fund for Women Resources, www.unifem.org/resources

Social Marketing Institute, http://www.social-marketing.org/index.html

RESOURCE @

UNIFEM offers a compilation of media developed around VAW, picturing a life free of violence. The resource is available from: **http://www.unifem.org/resources/item_detail.php?ProductID=8**

RECOMMENDED READING 📄

Communication and Development/Behavioural Change

Planning BCC Interventions, A Practical Handbook, by Peter Chen, UNFPA CST 2006, available from http://www.comminit.com/en/node/265880

A Field Guide to Designing a Health Communication Strategy, A Resource for Heath Communication Professionals, by O'Sullivan, G.A., Yonkler, J.A., Morgan, W., and Merritt, A.P., Center for Communication Programs, Johns Hopkins Bloomberg School of Public Health, 2003, available from http://www.jhuccp.org/pubs/fg/02/02.pdf

Making Health Communication Programs Work (Pink Book), National Cancer Institute, US National Institutes of Health, 1989, available from http://www.cancer.gov/pinkbook/

Programme Manager's Planning, Monitoring and Evaluation Toolkit, UNFPA, 2004, available from http://www.unfpa.org/monitoring/toolkit.htm

Advocacy and Interventions: Readings in Communication and Development, by Royal Colle, The Internet-First University Press, 2007, available from http://www.comminit.com/en/node/265784/36

Communication for Social Change: An Integrated Model for Measuring the Process and its Outcomes, (Working Paper Series No.1) by Maria Figueroa, D. Lawrence Kincaid, Manju Rani, and Gary Lewis, Rockefeller Foundation and Johns Hopkins University's Center, 2002, available from http://www.comminit.com/en/node/1273

HIV and AIDS, Alcohol and Gender: A Strategic Communication Perspective (Practicum Papers) 2007, Addis Ababa, Ethiopia, available from http://africomnet.org/events/practicum/

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Social Marketing

Social Marketing Lite, by William Smith, Academy for Educational Development, Washington 1999, available from http://www.globalhealthcommunication.org/tools/40

Marketing Social Change, Changing Behavior to Promote Health, Social Development, and the Environment, by Alan Andreasen, Jossey-Bass Publishers, San Francisco CA,1995

Hands-On Social Marketing: A Step-by-Step Guide, by Nedra Kline Weinreich, Sage Publications, Thousand Oaks CA, 1999

Marketing in the Public Sector: A Roadmap for Improved Performance, by Philip Kotler and Nancy Lee, Wharton School Publishing, Upper Saddle River NJ, 2007

Social Marketing for Coalitions, by Sue Stine 2006, available from http://www.coalitioninstitute.org/Coalition_Resources/WebinarSeriesArchives/SocialMarketingParticipantNotebook-08-31-2006.pdf

Behavioural Change

Change Theories, The Communication Initiative, available from http://www.comminit.com/en/taxonomy/term/36%2C25

Detailed Overview of the Transtheoretical Model Cancer Prevention Research Center, available from http://www.uri.edu/research/cprc/TTM/detailedoverview.htm

Marketing in a nutshell

Four key imperatives

- **Intended audience ("prime prospects")**
  To generalise is to compromise your message and objective, so select a core group whom you want to convince, and speak to them in their "language". Their behaviour may, or may not, influence others.

- **Offer meaning and reward ("worthwhile experience")**
  There has to be something in it for the audience: either an emotional reward, guilt-reduction or some form of validation. Whatever the upside is, let the communication illuminate that. Don't sell or preach, PERSUADE and ENTERTAIN.

- **Distribution ("well distributed")**
  Do what you need to do to get the "word" in the right places. And the right places need not be the most expensive ones: see Channel Planning below.

- **Appeal or impact ("well communicated")**
  Strategic communication gives pointers about how your campaign can be made more effective. But, most good communication is born of creative minds: if you have great creative thinkers in your organisation, be sure to use them. Otherwise, when possible, try to allocate a good portion of your budget to agencies or design companies who can make your communication shine. The RUM principle (see Measurement & Evaluation) is a simple way of measuring whether your communication will have impact, but the only way to ensure that you can develop communication that is appropriate to your intended audience and thus creates the greatest impact is to RESEARCH, RESEARCH, RESEARCH.

Strategic communication within social development

Awareness	→	Knowledge & Skills	→	Attitude	→	Change
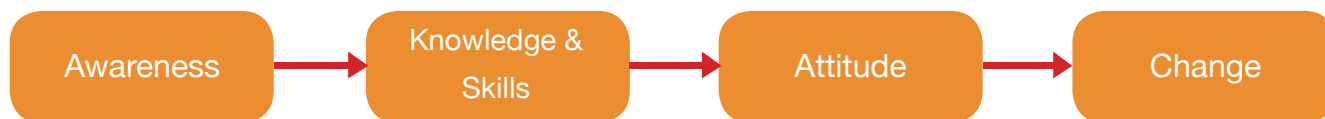
Communication that addresses what people need in order to change their behaviour and sustain the change.

Within the context of social development, strategic communication is particularly important because, unlike buying one brand of peanut butter, the attitudes and behaviours associated with social issues are usually well entrenched over long periods of time, and are often the result of strongly held beliefs and values. For this reason, change in these behaviours is called high involvement for the intended audience – facilitating changes in attitudes and action generally requires deeper and longer-term engagement with the values and emotions of intended audiences, and their perception of reality.

Making changes to values, attitudes and behaviours requires both a voluntary decision by intended audiences to change, as well as commitment to make the change. Thus, within the context of strategic communication, messaging needs to be particularly powerful and well targeted to trigger and support change in deep-set attitudes and behaviour.

In the past, creating hype around social issues through the use of guilt, shock and horror tactics was a common practice. Over the years however,

not only have people become desensitised to this type of messaging, but it has also been found that people respond better when presented with more personal and positive reasons why they should change. The only way to achieve impact is to come up with smarter and more sensitive ways in which to create impact.

Fortunately, creating impact is possible through the use of communication planning, which enables one to think strategically about desired outcomes and formulate the best means to get there. In the context of social issues, one of the key means to developing effective communication is significant research of the intended audience, their knowledge, attitudes and behaviour, and in particular, how to facilitate change in them. While this approach focuses on individual impact, it does not ignore the importance of the social environment in facilitating (or inhibiting) change – intervention activities require both individual and community based approaches. **Individual change stimulated through the use of media messages can provide a catalyst for community dialogue that leads to collective action and results in social change.**

Reality check – one campaign alone will not reduce the overall incidence of GBV

Communication, media and advertising are not cure-all solutions – on their own they will not solve all GBV-related problems. However, they can play a vital role in facilitating behavioural change in collaboration with other initiatives in the areas of advocacy, social mobilisation, service delivery and education.

Equally, it is important to remember that a communication campaign may not always be the appropriate approach for facilitating behavioural change around a specific issue with the intended audience. The audience's readiness and capacity for change, as well as environmental factors that may inhibit change, can mean that other strategies should be employed or other audiences become the focus of the intervention.

It is in the formative stages of communication strategy development that the need and potential effectiveness of strategic communication is determined, when research into the intended audience and the environment is conducted.

Users of this guide are asked to pay particular attention to the section explaining behavioural change and the techniques/approaches suitable for different types of audiences when determining the need for a communication strategy. (See section "Message Creation and Delivery".)

Communication strategy process

The following 10 consecutive steps are the elements for developing and implementing a communication strategy. However, this is not a mechanical process that yields automatic results. It needs hard work and lots of thought.

Each step is critical and linked to the others. From the very beginning, we must give attention to two elements, objective and message, to ensure that our work will yield results.

Strategising is about how to achieve objectives, but if we are unclear about our objective or get it wrong, then all the rest will be of little or no value. We also need to correctly define the single most important thing to say and how to say it to our intended audience in order to effect the desired change. This is of utmost importance as research indicates that, because people are exposed to numerous messages both from the media and their communities, they generally only absorb strong, succinct messages.

Involve the community/intended audience

Research into behaviour change communication programmes suggests that relevant communities need to be involved wherever possible in the identification of problems, and in the development, testing and distribution of communication materials.

Involving the community:
• Provides relevant insights into knowledge, attitudes and behaviours;

• Lets you know how much support your message/objective has;

• Ensures that the developed message resonates with your target audience;

• Creates ownership by the community, establishing greater support for the message;

• Empowers the community to build and sustain change.

A framework for developing a communication strategy

Ten core elements of a communication strategy

A well-written communication strategy document is critical for a good campaign. The document will be the guide for all future action, the standard against which the success or failure of communication is measured, and the most critical means for keeping the campaign on track. It needs to be clear and concise, and well-written in a form that is easily understood and persuasive. It needs to be a logical presentation of the thinking behind the strategising session, crisply articulating the core message and themes.

The communication strategising process entails working your way through each element of the following framework, though not necessarily always in order with no revision. Each step may bring a new perspective or information, which in turn may require revisiting an earlier step, such as setting objectives, for further refinement:

1. Vision statement and background
2. Setting objectives
3. Environmental analysis
4. Communication challenges
5. Identify your key intended audience
6. Insight mining – problem and behaviour analysis
7. Establish a single-minded message
8. Determine the best media channels to use
9. Monitoring and evaluation planning
10. Developing an action plan

The 10 steps in brief

1. Vision statement and background

- Outlines the long-term vision of a significant reduction in gender-based violence, or one significant component of this (e.g. gender inequality in a particular community) and what has led to the need for a communication strategy. Vision statements should be the common and achieveable goal shared by all stakeholders, as they are related to the long-term impact of multiple initiatives.

- Articulating the vision statement ensures activities are designed and implemented with the end goal in mind, and understanding the issue ensures that activities are on the right track. This should address: the extent of the issue and why it needs to be addressed, who the various stakeholders are, incuding those involved in the problem/issue, the behaviours that contribute to the issue, and how direct this impact is, what component of the issue and problem behaviour your organisation is best placed to address and where action is likely to achieve results.

2. Setting objectives – outcome statements

- Intended outcomes need to be clearly articulated in outcome statements that clarify the purpose of the communication intervention (your objectives), and enable measurement and evaluation to take place. The purpose may be to educate, receive feedback about a community programme, or change a perception or attitude. It is important to be realistic – focus on your areas of knowledge and expertise, to achieve results. Recognise that your message alone is unlikely to result in widespread social change, but it can act as a catalyst to jumpstart the process in con-junction with other initiatives. Setting objectives is not a simple, one-step task but involves stakeholder and problem analysis in order to narrow down what can and should be achieved with your organisation's expertise and capacity. For a detailed step-by-step guide to setting

> Make sure you write up your strategy – new staff, different teams, and external consultants will need it

> Ask yourself why a communication intervention is needed

> Make your objective/s clear & achievable

objectives and appropriate outcome indicators, see the section Monitoring and Evaluation towards the end of these guidelines.

Keep asking yourself 'why?' – stay focused on your objectives.

Strategic communication is never produced without intent. Although in most instances, the general goal would be to reduce levels of GBV, this is a monumental task that could never be achieved by a single organisation's campaign/s. It is important to have an objective under the broader goal that is SMART. Also, have a clear understanding of the role it plays in the range of similar initiatives being rolled out.

A useful technique for maintaining focus on the desired outcomes and end goal is called "Five Levels of Why?" This technique gets to the reason behind the reason, and establishes the need for an activity. If an answer can't be found, or isn't in line with the campaign objectives, then the need for the activity should be questioned.

Continuing to ask "why?" for all activities and objectives should assist those involved in planning and implementation to stay focused on the stated outcomes, and ensure that all activities are geared towards achieving these outcomes. An example of working your way through the "Five Levels of Why?" Is as follows:

Q1. Why are we doing this bus poster campaign against domestic violence?
A1. Because this is the best way of getting our chosen audience to notice our message.

Q2. Why do we want them to notice it?
A2. Because if they notice it, we believe they will react positively to it.

Q3. Why do we want them to react to it?
A3. If they react, it will increase awareness and prepare them for changing their behaviour.

Q4. Why do we want them to change their behaviour?
A4. If women know that x,y,z are all forms of violence, and they can call the "aaa" service for confidential legal and financial assistance, they may access the service and be empowered to leave their partners or find information for family and friends, thus reducing the incidence of domestic violence in their lives.

Q5. Why is stopping domestic violence so important?
A5. Because domestic violence is a form of gender-based violence, which is a violation of human rights with many negative consequences. It needs to be stopped because the more commonplace it becomes, the more acceptable gender-based violence becomes.

3. Environmental analysis

- This will define the environment where communication intervention will be implemented. It should explore the social, political and economic conditions that could potentially influence the effectiveness of your communication, and deal with issues like the public mood, the media's agenda, institutional agendas, concerns and attitudes of varying sectors and forces, what other initiatives and communication campaigns are being rolled out, the potential for improving the communication environment, etc.

Environmental scans should also identify where community support for change and the communication campaign may be drawn from. Conducting research is highly recommended before progressing further.

4. Communication challenges

- Considering broad objectives in the context of a defined environment will lead you to identify specific challenges which lie in the way of achieving the outlined objectives. Challenges may be in the following areas:
  • Resources available (internal and external to the organisation)
  • Availability and willingness of potential partners
  • Language and literacy
  • Competing messages and agendas
  • Other major issues absorbing media/community interest which could overshadow your message (e.g. a sporting event)
  • Lack of community support (including people in prominent positions).

Only once challenges are clarified will you be able to know what is possible and the best approach to take to overcome identified challenges.

5. Identify your key intended audience/s

- Now that you know exactly what needs to be communicated, you need to outline exactly to whom it must be communicated – the primary intended audience you want to effect change. This is explained in detail in the section to follow entitled "Intended Audience".

6. Insight mining – behaviour analysis

- Now that you have a general understanding of who your intended audience is, it is necessary to probe deeper into their thoughts, attitudes and behaviour regarding GBV, and specifically the issue your campaign addresses.

The objectives in doing so are to:
  • Establish the root cause for the particular attitude/behaviour in the intended audiences;
  • Identify the barriers to adopting the desired attitude/behaviour, including perceived negative consequences to adoption;
  • Identify factors that encourage the desired attitude/behaviour need.

This process should also explore the traditional beliefs and gender stereotypes that influence the problem attitude/behaviour, and people/groups that may support or inhibit change.

Insight mining assists in making your message more relevant and noticeable to your intended audience by helping to define the core message and how to say it, so that it strikes a "sensitive spot" (positive or negative) with the majority of the

intended audience and stresses the positive benefits of change. It is at this stage that you should refer to models of behavioural change that help you to locate what stage your intended audience is at in the process of change, and thus help to ensure that your message is pitched accordingly. See the Stages of Change model discussed later in this guide under "Messaging".

7. Establish a single message

- Poorly thought-through messaging is almost always poorly received and easily forgotten. Not only is it important to develop an appropriate message for the intended audience, it is also important to speak with clarity and a shared purpose if partnering with other organisations. A thousand voices speaking different messages with no single purpose will just make an indistinct noise that few will hear and take note of. This is explained in detail in the "Messaging" section to follow.

8. Determine the best media channels to use

- You need to establish the best channels for communicating your message to the intended audience/s. This should be a two-part process. Not all campaigns will employ the second processes, but your campaign will be stronger if you do.

  Media Strategy

- The first is a detailed distribution strategy document, called a media plan, which identifies in detail exactly which media and points of access will be used to get the message across (see channel planning in section to follow entitled "Messaging") to the identified intended audiences.

  PR Strategy

- The second is a media liaison or PR strategy consisting of a detailed plan of interviews, press briefings, media/journalists to be targeted, opinion pieces, etc. Included in this should be a statement of key messages and collection of frequently asked questions (FAQs) and answers. This needs to be developed and distributed to all organisation spokespeople so that they are prepared to deal with press inquiries. This is particularly important for campaigns whose objectives are to educate and inform, and especially for those campaigns that broach sensitive topics.

- PR strategies also need to take into consideration a particular medium's market to attract interest, and then assist in formulating a PR message that also resonates with the medium's intended audience. For instance, a business-focused newspaper may need to have information framed around the significant economic costs of GBV to business and the economy.

9. Monitor and evaluation planning

- Deciding the means and manner in which the campaign will be monitored and evaluated is crucial prior to implementation. This is the only way to ensure that pre-campaign measurements are obtained for post-campaign comparison of identified indicators of success in achieving campaign objectives.

  You should also include testing of developed communications with intended audience

members in your evaluation plans, to ensure that what and how you are communicating is achieving the intended response. Testing may require going back to the drawing board or adjusting the message and its medium, and re-testing it. The effort you put into testing at this point ensures that the time and resources put into development will result in the greatest impact possible.

Details and instructions for the above processes are provided in the section "Monitoring and Evaluation".

10. Developing an action plan

- To put into practice the ideas resulting from strategising requires an action plan that spells out in detail what is to be done, who is responsible for doing it, what resources or skills will be needed, allocated budgets, and so on. This will also serve as a strategic management and co-ordination instrument to ensure objectives are met. An action plan is built and maintained in a table in electronic format so that it is easy to follow, distribute and amend.

The importance of a communication brief

- NGOs often utilise volunteers and pro-bono consultants. Particularly when you have different people and teams developing and implementing the project, or get external assistance from consultants or partners, once all the above steps have been completed, all

the information needs to be captured in a single, succinct brief. This is necessary because, for example, a creative team who may be tasked with developing the communication ideas seldom has time for detail or long documents, and the different people working on different components can quickly be made familiar with the project and without the confusion that may result from a complicated explanation from multiple sources.

- Two samples of communication briefs are attached in the appendices to provide a sense of how a strategic communication brief or a creative brief can be constructed for an internal communication team or a service provider such as a communications, or advertising, agency. (See Appendices ii and iii)

UNDERSTANDING AUDIENCES

Most people lead busy lives managing competing pressures from family, work and communities. They may not have the time or interest in working out what we are trying to say or immediately see a reason to engage with our message.

Good communication is always created with an audience in mind. Knowing your chosen audience becomes vital for developing a message that attracts them, and that appeals to a deep concern or desire in order to generate action or change. You will only receive a small window of their attention and you won't get a second shot – so create impact imme-diately and then explain your case in a way that is R-U-M (relevant, unique, and memorable).

Before creating a campaign for behavioural change, you need to know:

- Who is your audience (primary, secondary, now, next year, and in 10 years' time)?
- What do they do?
- What do they want?
- Where are they in the behavioural change cycle?
- What can we offer them that they will want?
- What can we create that they may want?

Partnership

- Given that one message alone is very unlikely to have an impact on the incidence of GBV, partnership across NGOs, CBOs, the government and community is essential in order to bring about lasting change with a variety of co-ordinated interventions aimed at a range of intended audiences.

- Lasting change also takes time, with the efforts of one communication intervention building on previous and parallel interventions. Lessons learned can be more easily shared, and interventions can be planned to support and build upon other interventions.

- Pooling resources can enable better campaign planning, implementation and evaluation.

- As there can be a number of messages regarding GBV in circulation at any one time, and also over time, it is important that messages are not in conflict with one another. That is, circulating messages should not be so mixed that they confuse audiences at best, or undermine the message of others at worst. Co-ordination and co-operation among those producing communications can prevent this.

- Also mentioned later in this guide under "The Messenger" and "Branding", partnership can also assist in adding credibility to a campaign.

The U.S. National Cancer Institute provides useful information about forming partnerships. See Section 5 – Identify Potential Partners, "Stage 1: Planning & Strategy Development" in the Institute's Making Health Communication Programs Work Pink Book, available from: http://www.cancer.gov/pinkbook/page5

Good communication is always created with an audience in mind

RESOURCE @

*Chapter 2 in **Making a Difference, Strategic Communication to End Violence Against Women (UNIFEM, 2003)*** provides useful information on working with the media, including;
- choosing media outlets
- working with journalists
- writing press releases
- hosting press conferences.

The resource is available from:
http://www.unifem.org/resources/item_detail.php?ProductID=6

If you are going to spend time and resources on developing and implementing a PR strategy, you are strongly advised to prepare by researching this and drawing on the skills and experience of consultants wherever possible.

Researching your audience is one of the most valuable things you can do – know their values, thoughts, attitudes, beliefs and behaviours

Audience and objectives

As previously mentioned, the setting of clear and realistic objectives based on an established need is crucial to the communication planning and development process.

Within a social context, the ultimate goal or outcome generally revolves around a desired change in behaviour, and for this you need to understand your audience/s. Specifically in the case of GBV, one needs to gain insight into the target behaviours that need to be modified in order to achieve the collective vision of "zero incidents of GBV". As gender-based violence is a complex issue, but is primarily believed to be the result of gender inequality, target behaviours may not be the immediately obvious one of "violence". Underlying values, attitudes and behaviours contributing to gender inequality also need to be addressed.

Knowing what you want to change is not enough. Before you can effect change, you also have to investigate the specific barriers standing in the way of change, as well as identify compelling reasons to make individuals want to change. This involves understanding people's thoughts, beliefs and attitudes. Lastly, having a demographic understanding enables members of the intended audience to be identified so that objectives can be monitored and outcomes evaluated.

Find out how ready your audience is for change – and what your message can do to support change.

Defining intended audiences — first level

Every social issue will involve a range of problem behaviours/attitudes and values, which in turn will be associated with specific population groups. As mentioned in The 10 Steps in Brief, it is essential to clearly identify the primary intended audience for your communication. Primary intended audiences are the population groups in which you want to effect change.

In the first instance, intended audience/s for your communication are defined at a general level through an assessment of:
- the specific objectives of the communication strategy and the behaviours they are seeking to address
- the population stakeholders involved in influencing the problem behaviour
- the population group within the involved stakeholders your organisation or partnership is best placed to affect

These will determine, for example, that you want to affect young men living in area x.

It is also important to identify secondary intended audiences, or those groups that can influence the primary intended audience. In some instances, the influence of secondary intended audiences may be so strong that no change in the primary intended audience can be effected unless the message comes through these "gatekeepers". Thus these secondary intended audiences may in fact need to be the direct targets of the communication. For example, young boys may seek to engage in sexual practices with women regardless of the women's consent, to impress their older peers. In many

cases, messages directly targeting this group may have little effect because the opinions of their older peers bear greater weight in their decisions and behaviour than other sources of information and opinion. In this case, it is more appropriate to target older male peers who are in a position to positively influence their younger peers, by encouraging them to be better role models and understanding the responsibilities of the position they are in.

Identify secondary audiences – they may need to be a target of your communication.
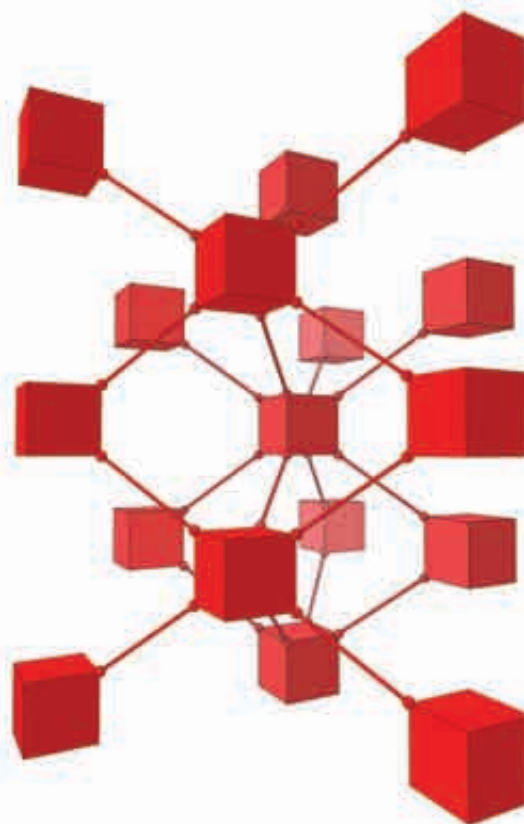
RESOURCE @

The following two practical guidelines provide more detailed information on how to go about defining your intended audience/s, and obtaining more detailed information:

Planning BCC Interventions, A Practical Handbook (P. Chen, UNFPA CST, 2006), available from **http://www.comminit.com/en/node/265880**

A Field Guide to Designing a Health Communication Strategy, A Resource for Heath Communication Professionals (O'Sullivan, G.A., Yonkler, J.A., Morgan, W., and Merritt, A.P., Center for Communication Programs, Johns Hopkins Bloomberg School of Public Health, 2003) available from **http://www.jhuccp.org/pubs/fg/02/02.pdf**

Intended audience information — second level

In order to gather more detailed information about an intended audience, we need to know exactly what type of information to collect and the practical application of that information.

There are three levels of information required for understanding audiences:

1. Demographic level

Demographics refer to a person's placement and/or status in a population group. For example: age, race, ethnicity, gender, relationship status, where they live, how much they earn, etc. Grouping people according to their demographics is helpful because people with similar specifications often have similar behavioural and thought patterns. It also helps you to identify what channels may be the best way to reach them. (Can they afford a TV, a car? Would they access a local health clinic, a big public hospital, or a private one?) Determining demographic profiles is the first step in audience segmentation (i.e. breaking down the population into more manageable groups of people with various characteristics in common.)

Practical application:
A demographic understanding is useful information to have when trying to:
- Identify exactly who your core intended audience is.
- Find members of this intended audience

(useful for objective setting, media planning and doing research).
- Define the most appropriate methods of distribution to reach your intended audience.

2. Psychographic level

The next stage of audience segmentation involves breaking up the groups of people with similar specifications into even smaller segments who are grouped together on the basis that they share the same attitudes, opinions, thoughts or desires – collectively known as psychographics.

You must be able to understand at ground level what people think, feel and even fear about specifics such as gender, gender roles and abuse if you wish to develop a message that will get noticed, absorbed and acted upon. You also must know what stage of the behavioural change process they are at. That is, how ready your intended audience is for a change in values, attitudes and behaviours, and what support they need to move to the next stage in the change process. Knowledge of the behavioural change process is particularly helpful in understanding your audience, (See a model of behavioural change under The Message section, which details what good communication consists of.)

Practical application:
A psychographic understanding is useful information to have when trying to:
- Narrow down your core intended audience even further.
- Gain insight into the intended audience so that you can develop an effective communication campaign that is both RUM and appealing in terms of look and feel.
- Refine and set outputs and objectives – see more on this in Messaging and the Monitoring and Evaluation sections.

3. Behavioural level i.e. what do they do and how do they act?

Having a behavioural understanding involves learning about what people do, how they act and any particular behavioural patterns or routines. Without this information, one cannot determine the best time and place to get messages across or ensure that project activities are designed to achieve the desired results.

Practical application:
A behavioural understanding is useful information to have when trying to:
- Refine and set outputs and objectives – see more on this in Messaging and the Monitoring and Evaluation sections.
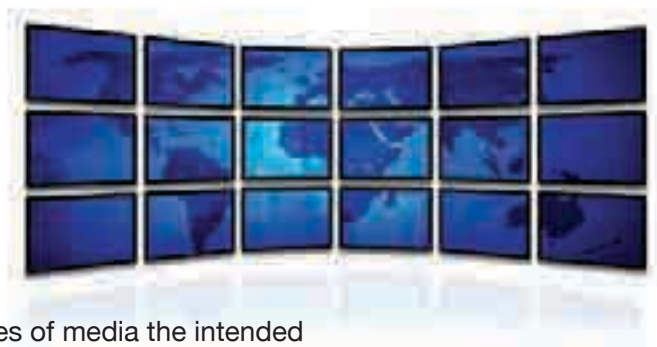
- Determine the types of media the intended audience consumes.
- Determine where geographically and when the intended audience will be most receptive to the message.

Methods for understanding intended audiences

Insights into intended audiences may already exist in organisations, but need to be documented and checked. Information about intended audiences can be obtained by several methods. Outlined below are the most popular methods for obtaining audience information. Large-scale in-depth research studies may be too costly for the majority of NPOs. However, several of the other suggested methods are relatively cost-effective ways of obtaining decent information across all three levels of understanding.

Most Expensive

↓

Least Expensive

- Comprehensive surveys
- Syndicated research
- Focus groups
- 'Voxpops'
- Dipstick surveys
- Online surveys
- All Media & Products Survey (AMPS®) or similar commercial based survey

Insight mining

Truly great communication campaigns do not simply come from meeting the expectations of research respondents, or issues raised by them. Effective campaigns arise from identifying a relevant reality for the audience hidden beneath the verbatim outputs from audience research. Answers to research questions should never be taken at face value, and rather than simply using the literal responses given, the meaning behind answers should be explored and used.

This does not mean that you ask many and more direct questions of your intended audience, so that they unpack the meaning for you, as this assumes that people know and are capable of articulating exactly how and why they think/feel/behave – which is generally not the case. In addition, asking too many questions of your intended audience can lead to confusion between their answers and ultimately in the research.

Thus, intended audience research should employ:

• Alternative questions, framed in ways that can provide answers indicative of how and why people think/feel/behave; and

• Methods other than questionnaires which require observation of behaviour and response, which can be more truthful than the responses provided under self-reflection.

Your message and its competition

Social marketers speak of "product positioning" – how your intended audience thinks about your "product" (message) as compared to the competition. The competition can be competing messages from the community, peers, other organisations, and even habitual behaviour.

Developing a product position is generally based on emphasising the benefits of the product to the audience (what it will do for them), and/or removing the barriers (how difficult it is for them to adopt).
(See also "Social Marketing and the Four Ps", under Message Creation and Delivery)

You are asking your audience to do or think something different – but what can you offer them in exchange to make this worthwhile for them? What will their motivation for change be, and what keeps them from changing? People may not perceive a problem or feel a need to change, or may even fear the consequences of change. Therefore, you have to provide your intended audience with some benefit for change that overpowers the value in thinking and doing the same as before.

Talk to audience members about your message – find out what benefits they value most and what barriers may be in place

Clearly then, you need to identify the concerns and positive aspirations of your intended audience, and relate these to gender equality and ending GBV. Anti-smoking campaigns are able to provide clear and almost immediate health benefits to the individual, and more money to spend on satisfying other wants because there is no longer a need to buy cigarettes or pay for smoking-related medical bills. Unfortunately, campaigns around GBV are not such a simple sell.

When developing the message, here are a few tips for consideration:

- Ask the question: What does your intended audience want for themselves/their families? These can be things that revolve around self-image, education, health, success, etc.
- Can you relate the achievement of this to gender equality/ending gender-based violence?
- If you have formulated a message that specifically requires a change in thinking, attitudes or behaviour, draw up a list of pros (benefits) and cons (barriers) for that change from the perspective of your intended audience. Get your target audience involved in drawing up the list. You need to establish that there is far greater value in change, i.e. there need to be far more pros than cons.

Communication examples
The following are examples of communication that taps into a relevant intended audience insight.

"And neither can you" – is the implied second half of the message.

This simple visual representation of the British Labour government's inefficiency in creating jobs and its inability to deal with unemployment effectively taps into citizen concerns over employment and job security. Thus, the message is also offering a solution to pubic concerns – "You and your family will be better off if you vote Conservative".

The Apple® iPod® Silhouettes campaign uses simplicity (and a very clever presentation format) to capture how the iPod can liberate a person's individuality and spirit – to feel (and look) great – resonating with most people's desire to feel that way too. The campaign draws on moving as well as still imagery.

MESSAGE CREATION AND DELIVERY

Audience understanding determines communication tone, look, feel and pitch

Good communication understands its audience and then delivers its message, truth or argument in a format, style and tone that fits the needs and preferences of that group.

Communication example: OUT Pocket Guides

The *Beautiful Men and HIV-Woman Loving Woman & STIs* and the Swedish-produced *What Every Guy Should Know* booklets are great examples of communication pieces well pitched at their audiences.

What Every Guy Should Know is very relevant to the reality of gay men's lives. It is written in completely frank and plain language while also succinctly covering some key safe-sex issues in a manageable format.

Similarly, *Beautiful Men and HIV-Woman Loving Woman & STIs* uses audience-relevant images and content tone to appeal to their intended recipients.

Social marketing and the four Ps

Social marketers apply the principles and techniques of commercial marketing to social issues. Social marketing is audience orientated, and stresses the importance of audience research to ensure that campaigns resonate with intended audiences, highlighting the benefits of behavioural change over the potential or perceived costs to the "consumer" or audience. Research into intended audiences is generally framed around the Four Ps of marketing: Product, Price, Place and Promotion, and social marketers apply these in the following way:

Product – the action/change being sold that we want the audience to adopt/purchase/access to address a problem. The product must be made attractive to the intended audience by creating a strong perception of benefit, which may range from physical to emotional rewards.

Price – the cost/s of obtaining the product (i.e. adopting the action). Cost/s range from

the   financial to personal sacrifice, e.g. in terms of time, effort and risk of disapproval. The social marketer works to ensure the perception of benefits is maximised and costs minimised. It is also important to know the product's position in comparison to competing products, which may add weight to perceived costs, such as habits and peer pressure.

Place – the most effective distribution channels for making the product/message available to the target audience. Intangible products such as information and ideas need to be made socially available, i.e. easy to see or hear in the intended audience's daily life. Research then needs to uncover audience activities and habits, and communication networks etc.

Promotion – creating and sustaining demand for the product. Promotion consists of both the media used (advertising, PR etc) and the content employed to persuade the intended audience (language, images etc). Communication interventions fall within promotion, however the other 'Ps' inform the development and distribution of messages.

The social marketer works to ensure the perception of benefits is maximised and the costs minimised.

The messenger

Correct or not, perception is reality and you are more likely to take the word of a priest over that of a beggar. Essentially, the brand is the messenger (organisation or campaign) and all messages are evaluated by their audience on the basis of the brand credentials that underpin the message. The strength and credibility of the message are thus also reliant on the impression of the messenger.

While branding is valuable, not every campaign allows time for developing a brand. However, the insights offered by the concept of branding can help you to improve the strength of your message.

What is a brand?
"Brand is about source credibility. It's about a consistent identity, the power of a great logo, the spokesperson a programme or institution chooses, the public image. It is the messenger of the positioning strategy, the way a company differentiates itself from the competition."
William Smith, social marketing expert, 1999

A brand is not a product, service or single message. Your brand is the image you leave in your audience's mind through a collection of experiences and associations with both the brand and your organisation's "products". Branding often utilises the consistent application of a particular logo, font, format, theme, colour scheme, and even sound, to advertise and "package" products, messages and services, to assist in creating a particular identity. It translates into your audience's gut feeling about your product/service (campaign message) or organisation – how they think about it and connect with it emotionally.

But, beware of brand envy – branding is not everything, it can also be a fad that undermines the effectiveness of your message. In addition, a single universal brand spread across a partnership may not be as effective as having similar messages coming from multiple sources with their own brands that appeal to different segments in the market. In deciding to develop a brand, stay focused on the objectives of your campaign.

Thus a brand is greater than the message itself, or even the materials created to promote it. As brands are generally created through ongoing exposure over time, they become the consistent response your audience has each time they see/hear your messages or a reference to your organisation, which ultimately differentiates your organisation and its "products" from competitors.

The importance of the brand

The primary reasons brands are created is to create preference, and thereby action. Strong brands (i.e. strong positive feelings and reactions) supported by good communication can create instant appeal and facilitate the decision to think, value or be what the campaign is suggesting.

In addition to creating preference, one of the benefits is that neither the organisation nor their outputs need to build recognition and credibility from scratch each time they go public.

Building brand credentials in the social marketing context

Building a brand is about making the core substance of the campaign or organisation compelling or appealing to the audience to gravitate to, trust and act on. Trust is an essential component for facilitating action and sustaining a positive response.

For commercial product brands (including condoms), the trust equation may look like this:

TRUST = RELIABILITY + DELIGHT (Immediate personal benefit)

In the social marketing sector, trust may be created this way:

TRUST = CREDIBILITY + MESSENGER'S MOTIVE + RELEVANCE

Organisation or campaign brand?

The "brand" may be the organisation or the campaign – The Red & White campaign or 16 Days of Activism. The choice is not so much a question over the credibility of the organisation, but whether it can have audience appeal and resonance, particularly for every separate campaign that may be run by the organisation. If this is unlikely or will take a long time to build, then the campaign should be (built as) the brand, particularly if it is a strategic, recurring campaign and not an ad-hoc intervention.

Traditionally when people think about brands, they think about large corporate companies such as Nike, Virgin and Sony, but in reality, brands are built around a myriad things including people, characters, causes, religions, destinations etc. Examples of these are, David Beckham, Mickey Mouse, Greenpeace, Scientology, Thailand etc.

Campaign example: 16 Days of Activism against Violence to Women and Children

16 Days of Activism can be considered a brand:

- It has a clear premise or proposition that attempts to remain constant in order to become more and more recognisable over time (the 16 Days of Activism short-form and the period annually).

- It was created to infer that projects and programmes offered out there are of a certain standard.

- It has a certain personality: a "face" or look and feel that will, over time, become consistent with the desired outcome.

The decision on whether to build an organisational or a campaign brand, and then how to build it depends largely on the answers to four questions:

- What is likely to be more appealing to the intended audience?
- What is likely to have more credibility?
- Are you are a key organisation in the sector, or a fringe dweller?
- What is the intended lifespan of the project? *Brands take time to build. There is no point in trying to build a brand around a short-lived campaign.*

Building a brand is a complex process, which is illustrated in the following example. It also shows how you can utilise the brand of another institution for your campaign – but you have to be aware of how that brand is played out in reality and potential negative consequences:

Campaign case study

In Australia, an innovative media campaign launched in 2000 featured high-profile sportsmen to communicate the message to young men that violence against women is unacceptable.

Violence against women – it's against all the rules

The campaign used sporting terms as a key component of the message.

The title highlights how in sport you have to play by the rules, and is also closely related to one Australian ball sport called Aussie Rules. Messages were developed to appeal to young men, aged between 21 and 29. The messages include: "Sledging a Woman: That's Verbal Abuse", "Striking a Woman: That's Assault" and "Forcing a Woman Into Touch: That's Sexual Assault". The messages and images sought to increase men's knowledge of the range of behaviours that are abusive or violent to women, and increase their commitment to preventing violence against women.

The campaign has four broad components which are detailed below. The campaign included a radio

commercial broadcast, bus posters, posters available for use in clubs, pubs and community centres and regional initiatives supported by the strategy's violence prevention specialists.

1. Development of advertising resources, including a logo, slogan, key messages and visuals, and high-profile promotion of these materials.
2. A public relations strategy targeting both state-wide and regional key media. The public relations strategy will include a reactive component, taking advantage of opportunities as they arise.
3. Regional and local implementation, as well as media advocacy and community-based projects using materials and messages generated for the campaign.
4. An evaluation strategy.

Players employed for the project included those from the sport of Rugby League, a full contact game with no body equipment used for protection. Players at elite level are generally considered the epitome of masculinity and assigned hero status in Australian culture. Thus the campaign is attempting to use the brand of Rugby League and the other popular Australian ball sports, which bear considerable credibility with young Australian sports fans, to appeal to their intended audience and get their message heard. Ongoing violence against women campaigns have also had sportsmen partake in the white ribbon campaign.

The difficulties of achieving credibility with respect to your message is highlighted in this case. At first glance, using the brand of Rugby League and other popular male sports, and their connection with men in Australian society, is a logical and clever choice. However, while all the sportsmen utilised in the campaign are considered to be of outstanding character, Rugby League in particular is noted for being quite a violent sport. In addition, many sportsmen have exhibited behaviours at odds with the messages of the campaign, including public cases of sexual assault – which thus undermines the credibility of the message.

(Information on the campaign is primarily drawn from the Lawlink New South Wales Violence Against Women Bulletin - November 2000, Volume 4, Issue 3, available from *http://www.lawlink.nsw.gov.au/lawlink/vaw/ll_vaw.nsf/pages/vaw_bulletin_nov00*)

RESOURCE @

For further details on creating a brand identity, see:

Marketing in the Public Sector: A Roadmap for Improved Performance *by Philip Kotler and Nancy Lee, Wharton School Publishing NJ, 2007*

The message

John Hunt, director of one of the world's most successful ad agency networks and a renowned South African adman, sums up the task of advertising or communication:

"Our job is to make the complex simple … and the simple interesting."

This statement is in itself an excellent example of great messaging because:
- it is easy to understand,
- has a clear message, and
- is appealing because it is well crafted.

These three criteria are basic but effective indicators of good messaging.

When developing your communication, keep the following criteria in mind:

- **Good communication uses emotiveness appropriately**
- **Good communication aims to be RUM:**

  RELEVANT
  UNEXPECTED
  MEMORABLE

- **Good communication is more than a pretty picture. Creativity is essential, but it's not enough.**

A piece of communication needs to be appealing to consumers in order to be noticed and generate a positive response. If the content is poor, it is money wasted no matter how well the message is packaged.

- **Good communication is single-minded in its message and intent**

Identify all possible messages and themes that could be associated with the communication effort being undertaken and then draw a definitive distinction between the core message (i.e. the single most important thing to communicate to the intended audience in order to effect the desired change) and any other messages which should become sub-themes.

The best method of doing this is by linking potential messages to the insights gained as well as testing them on intended audience members, and getting a sense of which combination is the most powerful. This core message must then be clearly communicated to the intended audience in a manner that is easily understood and leaves no doubt as to what is being asked. This can only be achieved through the use of a campaign that is single-minded in its intent (i.e. not cluttered by sub messages or non-critical information and images).

- **Good communication is reflective of its intended audience in terms of personality, tone and aspirations**

As mentioned in the section on Intended Audiences, good communication speaks to its audience in a manner and style that is well received. The message must be appealing and in no way offensive by establishing a personality that the intended audience can relate to. You need to ensure that the tone of the message is appropriate to both campaign/organisation and intended audience, being conscious of intended audience specific sensitivities.

Your research into your intended audience and access to them for testing is essential.

Culture and social norms play a large role in GBV in Southern Africa, and you need to strike the delicate balance of addressing those customs and norms that support GBV and not alienating your audience. In many respects this can be done by working through people's aspirations for themselves and their families – that is, rather than striking directly at what is considered wrong and unacceptable (but perhaps acceptable to your audience), draw your audience's attention towards positive outcomes that they would like to be a part of, which also support gender equality. You can also facilitate empowerment through messages that show your intended audience has the capacity to act and create change themselves.

Ask yourself, what do people want for themselves/ their children/their families? What are their concerns? How do I then use this to turn un-questioned, or short-term thinking and practices into a new perspective?

Following are examples of possible intended group concerns and aspirations, and how messages may use this by stressing particular benefits of attitudes and actions:

Is the mother/father/grandparent concerned about family income?

- Stress the long-term benefits to a family of having a girl-child finish and do well at school, so she can get a good job and earn greater income.

Are mothers concerned about their children growing up happy, healthy and productive? (What do mothers want for their children?)

- Stress the long-term benefits to the physical and mental health of children by not living in an abusive family environment, finishing school and not putting up with an abusive relationship themselves.
- Start in the home – children learn by example, so they will learn to stand up for themselves and be strong if their mother (parents) stands up for herself or them.

Do mothers/parents want their sons to treat all women (sisters, aunts, grandmothers, female teachers) with respect?

- You can teach and show your child to respect you, his sisters, female relatives and teachers if it starts in the home.
- Show your son that you won't put up with disrespect from any male, be it their father, him or other male family members.

Are men concerned about being respected in the community?

- You get respect as a man by protecting and defending those more vulnerable than you.
- Real respect is given freely, not by demand (i.e. through fear and control) – if partners and family know you love them unconditionally, and your actions are respectful, respect is given freely.
- A confident and secure man has an equal relationship with his partner. The couple respect each other's opinions and what each individual brings to the relationship.
- Men who are strong and secure in their

sexuality don't need to prove it.
- It takes real strength to be different.

Do young women want to be popular/have male attention?

- Boyfriends show love and respect by asking and listening to opinions, and making decisions together with their girlfriends.
- Young love should be fun and enjoyable – and reciprocal (you still spend time doing what you both like to do, with friends you both have.)
- A loving boyfriend treats you as an equal and wants you to be happy and healthy, and live up to your full potential.
- Sometimes being cool is being able to say no, you're not interested, you won't put up with bad behaviour.

Communication example: One Man Can campaign videos

This audio-visual campaign documents the real life turn-around stories of some members drawn from the typical audience. One Man Can emphasises the strength and capacity of individual men to change and create change, and provides positive role models for men to relate and aspire to. It succeeds in showing what are both truly authentic and touching stories in a way that is likely to create an emotional impact among men in whom a behavioural response is being sought.

Campaign summary and materials available from: http://www.genderjustice.org.za/onemancan/

- **Good communication is pitched to your intended audience's capacity to change**

Behavioural change is a process that occurs over time. Knowing where your intended audience is located in the change continuum, in terms of their readiness and capacity for change, helps to ensure that your message isn't pitched too soon for them.

Questions to ask:
- ***Do people think that there is a problem in the first place?***
- ***Do they think that it relates to them?***
- ***Are they ready to talk about it?***
- ***What do they need to go from awareness to making a decision to change, then making a change and maintaining that change?***

These questions are particularly vital when dealing with social attitudes and behaviours that have become deeply ingrained. Your insight mining into the intended audience regarding how they think about GBV (if at all) will help you answer such questions

and appropriately pitch your message.

Initiatives around community dialogue and institutional change are necessary to encourage and support change at the individual and community levels. But, your message targeting the individual can in the first instance make them start thinking that there is a reason to change and finally, prepare them for collective action.

To help you understand the behavioural change process, it is useful to see it as a series of stages. Frequently applied in the development and health sector communities is the Stages of Change model (initially developed by James Prochaska and Carlo DiClemente in the 1970s and 1980s). The model details each stage that a person goes through and what is considered the most effective tool or message to support their move into the next stage. Thus, it also assists in determining whether strategic communication is an appropriate tool to reach your particular intended audience. Your message needs to resonate with where they are in their thoughts, attitudes and behaviours regarding gender equality and GBV, and their capacity to change.

Communication example:
Consent is sexy, NISAA Institute for Women's Development

This is an excellent example of using intended audience aspirations in a positive way.

The key aims of the campaign are to foster respectful, healthy relationships and develop understanding that sex without consent is rape – thus supporting the broader goals of equality between men and women and a reduction in the incidence of GBV.

These aims have been translated by NISAA into relevant, unique and memorable messages by clearly tapping into aspirations for good sexual relationships, having fun, and being seen as a sexy person. Posters show couples smiling and having fun, and the message stresses the positive consequences of consent in a way that draws attention and is simple to understand.

Don't confuse your audience – have a clear message

Avoid patronising your intended audience!

A well-crafted message should not patronise the intended audience. Patronising messages can risk alienating audiences, and thus reduce message uptake. To avoid promoting an awareness/attitude/change that sounds like an imposition from an outsider (or higher authority), focus on personal benefit and relevance to everyday life, rather than a broader social good. Branding can assist with this. (See information on branding under The Messenger.)

Stages of Change and Approaches

Stage of change	Characteristics	Techniques
1. Pre-contemplation	Not currently considering change or taking action in the near future: "Ignorance is bliss". People tend to avoid reading, talking or thinking about their behaviour.	Raise consciousness: Use feedback, education, confrontation, and media campaigns to: • Validate lack of readiness • Clarify: decision is theirs • Encourage re-evaluation of current behaviour • Encourage self-exploration, not action • Explain and personalise the risk
2. Contemplation	Ambivalent about change: "Sitting on the fence", intending or considering change, but not in the immediate future. They are more aware of the pros of changing but are also acutely aware of the cons. Not ready for traditional action orientated programmes.	Invoke an emotional response: Use psychodrama, role playing, personal testimonies and media campaigns to: • Validate lack of readiness • Clarify: decision is theirs • Encourage evaluation of pros and cons of behaviour change • Identify and promote new, positive outcome expectations: increase the value of pros over cons

Behavioural change is a process that occurs over time

3. Preparation	Some experience with change and are trying to change: "Testing the waters" Intending to take action in the immediate future, e.g. within one month.	Assist in environmental assessment: Use empathy training, family interventions and documentaries to: • Identify and assist in problem solving regarding obstacles • Help identify social support • Show how behaviour affects social environment/prospects – you can be a positive or negative role model for others • Verify that patient has underlying skills for behaviour change • Encourage small initial steps
4. Action	Practising and testing new behaviour for three to six months. Vigilance against relapse is critical. People need to know that they can change, and that their environment will support changing.	Assist in social liberation: Use advocacy, empowerment procedures, gender equality promotion, anti-violence promotion campaigns to: • Focus on restructuring cues and social support • Bolster self-efficacy for dealing with obstacles – "you can do this" • Combat feelings of loss and reiterate long-term benefits If the environment isn't supportive of behaviour change, focus communication interventions on changing the environment

5. Maintenance	Continued commitment to sustaining new behaviour from six months to five years. Less temptation to relapse and more confident that they can continue to change. Includes assessments of self-image with and without the behaviour.	Support self-re-evaluation: Use activities, dialogue and imagery clarifying values and provide healthy role models to: • Reinforce internal rewards • Motivate for sustaining new behaviour • Discuss coping with relapse • Plan for follow-up support
6. Relapse	Resumption of old behaviours: "Fall from grace"	• Evaluate trigger for relapse • Reassess motivation and barriers • Plan stronger coping strategies

Adapted from: UCLA Centre for Human Nutrition's table "Prochaska and DiClemente's Stages of Change Model"; Alan Andreasen's "Marketing Social Change: Changing Behaviour to Promote Health, Social Development, and the Environment" (1995), and Cancer Prevention Research Center's "Detailed Overview of the Transtheoretical Model"

Research has shown that people are more likely to respond to communication with greater exposure to the message.

The high-involvement behaviours that strategic communication addresses require greater and more in-depth exposure to the key messages developed in order to stimulate behavioural change.

To ensure that you choose the most effective methods for increasing the exposure to your message, research and think carefully about:
• What formats are the best ways to deliver your message?
• What are the best ways to reach your audience with your message?
• What are the best ways to increase exposure to promote your message?

There is a point at which increased exposure to the same message presented in the same way and via the same channel is unlikely to increase effectiveness in up-take of the message. A message seen all the time in the same way may eventually not be noticed at all because the impact is lost over time.

Audience response to your message can be increased by:
• using an array of communication channels;
• presenting the message in slightly different ways;
• using the various channels and altered formats over time;
• encouraging the spread of the message through social networks.

Partnership and collaboration with other organisations can assist with this, in terms of resourcing, extending the life of a communication strategy, and in developing messages that may appear different on the surface, but are similar in terms of meaning and purpose.

Identifying different types of media

The first step in media or channel planning involves developing an understanding of the possible channels out there. In today's media-rich environment, we are no longer restricted to mass media channels such as radio and TV.

We are all striving to reach people in different, more appropriate and more relevant ways every day. A multitude of channels for messages extends into people's homes, work and entertainment spaces. The channel planning table that follows gives you an indication of the mediums available to reach your audience.

Channel planning table

The following table provides ideas on marketing and advertising techniques and approaches to establishing a strong campaign by building an identity for your message, a relationship between your message and your audience, and a good reputation for your message and organisation.

Campaign Idea					
IDENTITY		RELATIONSHIP		REPUTATION	
Content	Advertising	Direct	Action Marketing	PR	3D/Design
book	ambient	call centre	B2B	business	brand extensions
cinema	cinema	custom publishing	cause related	consumer	experience engineering
computer game	directory	DR print	contests	corporate communications	industrial design
internet	internet	DRTV	coupons	entertainment publicity	internet
magazine	magazine	internet	cultural	investor relations	naming
music	newspaper	loyalty programmes	entertainment	public affairs	packaging
newspaper	outdoor	mail	festival	speaking engagements	point of purchase
radio	radio	sampling	sampling	special events	product design
television	television	telemarketing	sport	sponsorships	store
theatre	wireless	wireless	sweepstakes	trade	training programmes

Definition of selected terms:

- Ambient
  The placement of advertising in unusual and unexpected places, often with unconventional methods, and being the first or only ad execution to do so. Newness, creativity, novelty and timing are key themes in ambient advertising.

- B2B
  Business to business (or organisation to organisation) marketing through the exchange of products, services or information.

- Brand extension
  Use of brand name in a different product category where a well developed brand image exists.

- DR print
  Direct response print advertising. Direct response advertising bypasses intermediaries and seeks to get an immediate response (inquiries, sales etc) from the person reading or seeing the ad. They must make a definite offer or request that asks the reader to do something. There may be a residual "branding" effect, but it is always secondary to getting the response. Forms of print communication are press advertisements in magazines and newspapers.

- DRTV
  Direct response television advertising. Early examples of direct response advertisements on television include those for knives, garden tools, exercise equipment, records, and books, which ask viewers to call in and order a specific product. More recent developments in direct response television advertising include a return to a lengthier format, commonly known as the infomercial, where a product or other offer/request is explained in some detail over a time period extending to 30 minutes or more. Advocates of this format point out that the greater length gives the advertiser the opportunity to build a relationship with the viewer and overcome initial viewer scepticism, and at the same time present a convincing story spelling out product features and benefits in detail. Direct response television can also get viewers to call and request more information.

- Experience engineering
  Conscious and systematic design and orchestration of elements affecting the five senses in the consumer's use of a product (service etc.) according to a desired customer perception, from physical to emotional and psychological experience, to create greater emotional engagement between the customer and the product, and build customer preference. Design is concerned with the signals (emotional, physical, psychological) generated by the product and the environment.

- Sampling
  A method of encouraging product trial/purchase where consumers are offered samples, typically free of charge, and is therefore one of the most effective methods to get your product into the hands of consumers and increasing brand awareness.

Product sampling can reach an extremely large audience, or can be extremely targeted, depending on your goals.

- Telemarketing
  Direct response telephone marketing. Telephone marketers typically work from a script, but the medium allows the flexibility of revising the script as needed.

- Wireless
  Also known as eMarketing, this offers direct, personalised, location-based ads and campaigns via a mobile device, such as a cell phone or a PDA. Wireless marketing takes advantage of knowing where the consumer is located using GPS. This can then translate into marketing messages that have direct relevance to the consumer, as the messages relate to the context of the consumer at the point in time they are being delivered.

Sometimes a mix will be more appropriate and potent for your message than one channel alone.

Each channel has different pros and cons in terms of cost, who is more likely to be reached, number of people reached, appropriate length of message, message medium etc. This affords the channel planner the opportunity to pick and choose a mix of channels that is best suited to convey the right message to the right people in the most effective and cost efficient way.

A single-minded communication idea sits in the centre of the campaign – remaining the core focus of the campaign. Media channel selection is then based on:

- Being (the most) appropriate for the audience (and their communication consumption habits),
- Being (the most) appropriate for the message, i.e. is the format appropriate for the campaign idea and message?

So, for instance, communication aimed at men aged 18-25 living in metropolitan townships may effectively use radio as a medium (since this audience listens to a lot of radio), unless the idea that is at the heart of the campaign is a visual (and/or audio-visual) one. In that case, media/channels/consumer contacts must be selected that are good carriers for such communication – billboards and posters on/inside buses and taxis, for example.

Communication Example: Amalungelo 'Rights'

This song is a part of a campaign that uses a fairly conservative medium – choral music – to communicate its message. It is this kind of inventive use of consumer channels (or media) that helps campaigns make an impact on their audiences by using channels that are commonly accessed by the intended audiences – even though they may not appear obvious in the first instance.

RESOURCE @

Most channel analysis involves assessment of which types of media are most relevant for your intended audience/s, and then out of these, what are the most appropriate channels for delivering your message.

For assistance in working through the pros and cons of each channel for your audience, the following provide examples and tools for conducting an analysis:

*Step 2: Communication Analysis in **Planning BCC Interventions, A Practical Handbook** (P. Chen, UNFPA CST, 2006),* available from **http://www.comminit.com/en/node/265880**

*Chapter 6: Channels and Tools in **A Field Guide to Designing a Health Communication Strategy, A Resource for Health Communication Professionals** (O'Sullivan, G.A., Yonkler, J.A., Morgan, W., and Merritt, A.P., Center for Communication Programs, Johns Hopkins Bloomberg School of Public Health, 2003*) available from **http://www.jhuccp.org/pubs/fg/02/02.pdf**

Identifying opportunities to promote the message

Once the most appropriate media channels are selected, one then has to ensure that the message delivery is both timely and relevant. It is possible to identify specific patterns among groups of people that will help ensure that the intended audience is in a more receptive frame of mind when exposed to the message. This involves knowing your intended audience. For example, audience research tells me

that Friday night is the most common take-away night for middle-income families. This tells me that advertising KFC on Thursday during and after supper is a good idea as this will plant the seed in the families' heads when considering what take-away to get the following night. It also involves employing a little common sense. For instance, advertising a brand of coffee in the morning is a good idea as this tends to be a drink that many want or are in the habit of drinking at that time of day.

Communication example: Soul City

A well-recognised "brand", the Soul City Institute for Health and Development, utilises a variety of channels to reach its intended audience/s and support the messages distributed. Soul City employs the innovative edutainment format, integrating social issues and popular entertainment in prime time television drama, including a series addressing GBV as well as AIDS. In addition, Soul City employs radio drama and print media, and establishes partnerships with relevant organisations. This array of channels increases the exposure of the intended audience to the message, and enables a variety of audiences to be reached (as the programme targets multiple populations). A toll-free help line was also established as part of the partnership with the National Network on Violence Against Women, which connected audiences with services, ensuring support for health-seeking behaviour change.

(Drawn from www.soulcity.org.za, and Addressing Gender-Based Violence from the Reproductive Health/HIV Sector: A Literature Review and Analysis (A. Guedes, The Population Assistance Project, 2004) available from http://www.prb.org/pdf04/AddressGendrBasedViolence.pdf)

Soul City also gives an example from Nicaragua in South America which illustrates how multiple channel use builds exposure and strengthens the message.

The organisation Puntos de Encuentro also utilises edutainment in the form of a socially conscious soap opera, *Sexto Sentido* (Sixth Sense). The current focus of the Puntos strategy is youth, and initiatives are aimed at promoting young people's rights and empowerment. The soap opera is supported by a nightly talk-radio show that encourages youth to call in and discuss each episode. In addition, further exposure to the messages is created through coordination with media and other organisations. Issues raised on the show are also raised in the media and in youth leadership training, as well as in the organisation's own magazine. This presentation of the message in different ways also creates the multi-dimensional exposure and in-depth engagement required to address high-involvement behaviours. An evaluation of the radio programme showed that episodes led not only to increased awareness of domestic violence, but also to a large proportion of viewers discussing the content with others.

Matching media selection with intended audience

Specific media planning tools such as AMPS and Telmar (both of which are audience usage and behaviour databases) do exist. These tools are used by professional media planners to determine the best types of media to use when talking to different audiences. While it may be ideal to have professional help when planning and placing media, if this isn't possible, the following diagram should help give you some idea of the types of media channels consumed by different groups of people. On a basic level, it divides the South African media consumer market between the most common print and television mass media channels.

Also, research into your intended audience, by interviewing a random sample, can help you to determine and test which media would be the most appropriate to reach them with.

Media Consumption by Income Group

MONITORING & EVALUATION (M&E)

Why the need for monitoring and evaluation?

Organisations and all those involved in addressing gender-based violence benefit from an assessment of the effectiveness of communication intervention strategies.

For internal organisation or sector use, monitoring is an important part of any change intervention, as it enables us to know that our efforts and resources have not gone to waste, to engage in critical reflection, and to steer the course of ongoing projects. On the other hand, evaluation enables you to determine the campaign's results against the stated implementation plan, objectives (outcomes) and broader goal (impact on the social issue). Evaluation can also identify recommendations for future campaigns regarding content, approach and operational issues.

Information derived through monitoring and evaluation is important for the organisation, the sector and funders. Of great concern to the sector is the decreasing pool of available funds for nonprofits and communication interventions, while at the same time, there are increasing community needs. Thus, there is more focus on whether non-profit programmes are really making a difference, and funders are requiring justification for making further contributions. Therefore, it is necessary to use evaluation processes that can measure not only whether the programme is actually making a significant difference, but specifically which programme initiatives are working and which aren't.

The difference between monitoring and evaluation

Monitoring and evaluation make use of standard social research and market research tools and methods. Quite often the tools may be the same or similar for both monitoring and evaluation. It is how we use the research result that determines whether it is a monitoring or evaluation activity.

Evaluation can encompass monitoring, however in specific and practical terms the key differences are as follows:

- Monitoring continuously tracks performance of the implementation strategy against what was planned, usually in terms of inputs, activities and time, and allows for corrective action to be taken.
- Evaluation periodically assesses the effectiveness of the implementation strategy, attempting to answer whether, why and how results were achieved at the output, outcome and impact levels of a communication campaign.

Evaluation made simple

NB - In this section, the term "evaluation" will refer to both monitoring and evaluation activities to simplify the explanation process, as both use similar research tools and methods.

Evaluation can seem like a complex activity. In addition, limited funds, staff, time and expertise can make an ideal evaluation impossible. However, if a large-scale, thorough evaluation led by experts is not possible, this does not mean that a good and

valid evaluation cannot be done. Every evaluation faces constraints, and evaluation can be simple and straightforward, in that it only requires answers to some very basic questions, including:

- What do I want to use the results of the evaluation for? (Decisions, justifications, improvements, motivation for more funding etc)
- Who are primary audiences for the results?
- What kinds of information are needed?
- When is the information needed?
- Where and how can access to the information be obtained?
- What resources are available to get the info, analyse it and report it?
- How can I best report the information gathered in a useful, easily understood fashion?

Once you have sufficiently answered the questions above, putting together an evaluation plan by working though the following simple steps should not be complicated.

Do a small-scale evaluation well, rather than a large-scale evaluation poorly.

The steps one should follow when wanting to measure campaign/message effectiveness

Step 1: Establish clearly defined objectives

Step 2: Decide what you need to measure i.e. Determine evaluation type and corresponding measurement criteria

Step 3: Decide how you are going to measure i.e. Select measurement tools

Step 4: Decide when you are going to measure i.e. Put together a timing plan

Step 5: Determine resources required i.e. Consider who and what is needed to ensure success of evaluation plan implementation and outcomes

Step 6: Explain the evaluation plan to the whole team and revise if necessary

Step 1: Establishing clearly defined objectives – outcome statements and indicators

Why is this important?

The first and most important step in effective evaluation is the establishment of clearly defined objectives upfront. Understanding what you want to achieve must be determined before you begin so that:

- Every step of message planning and execution is designed specifically with the end goal in mind;
- The campaign can be evaluated at various stages to ensure that everything is going according to plan i.e. meets expectations on implementation regarding activities, outputs and objective/s, which is important in the monitoring process;
- The most important aspect of an evaluation

is to measure the results of interventions. The comparison of specific pre- and post-campaign measures is the only definitive way to assess the true impact of the campaign. Baseline data is thus required.

How do I go about setting objectives?

1: **Define ultimate aim or end goal – the positive impact on a primary issue relating to GBV. This is your vision statement.**

2: **Identify strategic issues**
- What is currently standing in the way of achieving that goal?
- Identify the societal, institutional and individual behaviours that negatively impact on the primary issue.
- The primary issue (problem) can be the result of a series of causes, which may or may not be behaviour-related. You should work through a cause and effects results-chain to uncover the immediate, underlying and root causes of the issue. Root causes are often societal, institutional, or resource related, and better addressed through advocacy, capacity building, and social change communication.
- The results-chain should articulate the general cause, the behaviour that is associated with this, and the population group (stakeholder) that is associated with this behaviour.

3: **Identify behaviours that can be overcome through (improved) communication and that your organisation is best placed to address.**
- Narrow your consideration to stakeholder groups or behaviours your organisation focuses on and/or has expert knowledge of.
- Conduct a problem and behaviour analysis to identify barriers and facilitators to desired behaviours (corresponding to the identified problem behaviours in the result-chain).
- Assess which barriers can be addressed and which facilitators can be supported through communication. A stakeholder analysis can also be of assistance in this in terms of identifying what/if stakeholders should be the targets of communication interventions, and giving an indication of what form of communication intervention would be most appropriate.

4: **Establish the various communication objectives**
- Articulate exactly what needs to happen in order to overcome each of the barriers and support each of the facilitators identified, e.g. More people in a stakeholder group need to know about the link between GBV and AIDS (awareness), or more women need to report incidents of violence or seek information on assistance (call to action), or children need to know how they can get help (education)

5: **Select objectives that will be the most significant in terms of impact and can be realistically achieved.**
- Of the number of things standing in the way of achieving our end goal, what can we realistically change for the better, considering any constraints we may have (expertise, time, budgets, access etc)?

6: **Make your selected objective/s very specific – articulate the outcome statement (indicator target) and its corresponding indicator/s.**
- State the intended audience of the

communication – what stakeholder group or subgroup you want to affect, their age, location etc.

- State what you ultimately want the effect on the intended audience to be in terms of the issue being addressed and movement along the behaviour change continuum.
- If the intended audience of the communication is not the primary audience you want to affect (i.e. they are the secondary audience whom you must work through, because of the strength of their influence over the primary audience), state who this audience is and how you expect them to influence the primary audience as a result of your communication.
- State how many, or what proportion, of the intended audience you aim to see change in as a result of your communication.
- An example of an indicator target or outcome statement is: This project aims to result in a 20% increase in the number of calls to (name) GBV legal services hotline in area (name) from women aged 16 to 24 in one month following the delivery of the campaign and a 10% increase in the following three months (compared to baseline data). Further examples are provided in the following pages.

7:   Ensure that whenever possible, baseline data is obtained for each objective identi fied so that comparisons can be made with post-campaign measurements in order for an evaluation of the campaign's effects to be possible.
- Actively seek out current measures by looking at both macro (general socio-economic statistics) and micro (GBV specific) indicators and sources of information. You

may need to conduct your own research in order to obtain baseline data if this is not (easily) available.

It is better to do one thing properly than a few things moderately. For this reason, the simpler and more focused the objectives, the better.

RESOURCE @

For more details on conducting be-haviour and stakeholder analyses and working through a results-chain, see:

"Step 1: Assessment" in **Planning BCC Interventions: A Practical Hand-book** *(P.Chen, UNFPA, 2006)***, available from http://www.comminit.com/en/node/265880**

How can I determine whether the campaign objectives set are suitable?

Objectives and their indicators that provide a sound basis for evaluation should be SMART. Once you have a clear set of objectives, you should interrogate them and evaluate their suitability by subjecting them to the SMART test before proceeding.

What are SMART objectives?

Specific: Is the objective clear about what, how, when and where the change is to occur?

Measurable: What is the evidence of change and of the achievement of objectives?

Achievable: Is it reasonable to expect the desired change within the designated period, given resources and constraints?

Realistic: Do the objectives address the scope of the problem and propose reasonable programmatic steps?

Time-related: Within what time period is the objective to be attained?

The United Nations Population Fund also uses the DOPA criteria for setting indicators – Direct, Objective, Practical, Adequate. This is similar to SMART, with the added standard of:

Adequate: Is there an adequate number of indicators to ensure that progress towards the outputs and outcomes is sufficiently captured?

While these simple checklists and acronyms are useful as basic guides to developing and checking your indicators, it is also important to ensure that your objectives and their indicators are meaningful.

It is fundamental to a worthwhile and meaningful evaluation to have indicators that have an unambiguous and demonstrable relationship with the anticipated or actual change along the behaviour change continuum.

Recognising evaluation challenges

Every evaluation will face some challenges. While these guidelines attempt to make the process of establishing objectives and performing an evaluation as simple as possible, you should be aware of the constraints that face evaluations of communication interventions, and recognise these in your evaluation plans and reports wherever applicable.

Objectives may in fact not be (easily) measurable.
- Sometimes the change may be too small to detect with the methodologies chosen/available, and sometimes the methodologies chosen are inappropriate for reliable or valid measurement (such as self-reporting).
- This does not necessarily mean that the objectives are unreasonable, and should therefore be entirely discarded, and sometimes you may not know a methodology is inappropriate until after the evaluation is conducted.
- The best way to work around this challenge is to ensure that when setting your objectives, they are reasonable and measurable (as far as can be predicted), use methodologies considered to provide reliable and valid data, and consider using more than one methodology for a particular indicator to provide alternative data.

Attributing change to one intervention can be very difficult.

- In real life, the influence of interventions occurs together with the impact of other activities, changing social norms and other environmental influences. Thus, changes in behaviour do not generally result from only one activity.
- It can be difficult to isolate the influence of one intervention and establish a direct and unambiguous cause and effect relationship between one intervention and the target audience's response (e.g. change in behaviour).
- Again, the methodologies to evaluate the influence of your intervention need to be carefully selected. Methodologies need to provide data that enable valid and informed assessments about your campaign and the achievement of its objectives.
- An environmental analysis conducted both before and after the intervention should also make note of other influences on the target audience's behaviour, which must be noted in the evaluation report.
- Perhaps more importantly, you also need to build your objectives and message, and select the appropriate methodologies on the basis of a strong theoretical framework regarding behaviour change. A strong theoretical understanding of behavioural change can assist you in making valid and reliable links between the outputs/outcomes of your intervention and any measured movement along the behaviour change continuum and in impact on the broader issue.

- **While attributing change to an intervention can be difficult, as long as you have addressed and recognised evaluation challenges, it is not impossible.**

Compromises can make evaluation results invalid.

- Project teams experience various constraints in the form of resources, expertise, time, and difficulty in defining and measuring objectives and outcomes.
- Evaluations are often adjusted to fit these limitations, rather than planned to meet the ideal.
- Evaluation planners must then ensure that compromises over evaluation design, data collection, or analysis do not result in invalid assessments.
- In its *Making Health Communication Programs Work Pink Book,* the US National Cancer Institute makes decisions over compromises very clear:

"If your program faces severe constraints, do a small-scale evaluation well rather than a large-scale evaluation poorly."

(Key points adapted from the Pink Book, available from www.cancer.gov/pinkbook/)

Note: Several terms used below have general definitions and widespread applications within the field of research. However, for the purpose of application to communication interventions and ease of understanding, we are going to define and refer to these terms only as far as they apply to the monitoring and evaluation of communication campaigns and messaging.

Measurement criteria and indicators – explanation of terms

Measurement criteria establish the framework for what needs to be measured when trying to determine the effectiveness of a communication intervention. In general, indicators define what is being measured (e.g. percentage or number of a particular input, activity, output, outcome within a given time frame), while indicator targets or outcome statements provide in detail what is expected/desired as a result of the intervention. Although there can occasionally be some overlap, different criteria and a different set of indicators need to be considered for each of the four types of evaluation outlined above.

BE CAREFUL!

Ensure that you develop indicators that correspond to the results level to be measured. For example, don't use process indicators for measuring outcomes. Process indicators include measurements of activities conducted and inputs used. Using inappropriate indicators will lead to invalid assessments regarding the effectiveness of each element and stage of campaign implementation. The development and production of 100 posters (activity) is not an automatic signal that distribution has taken place (activity), and the distribution or display of posters (activity) does not automatically lead to the intended audience seeing and absorb-ing the message (output), and the audience acting on the message (outcome) does not automatically result from having seen or heard it.

Four Levels of Evaluation

Impact Evaluation

Impact
Impact Planning: Long-term goal of your intervention.
Impact Evaluation: The long-term effect/s of your intervention on identified issues.
E.g. x% change in number of GBV convictions made in area (name) in year following campaign delivery.

Outcome Evaluation

Outcomes
Outcome Planning: Medium-term intervention objectives
Outcome Evaluation: Medium-term consequences of the interven-tion, including but not limited to identified objectives.
Articulated through outcome statements. E.g. x% change in number of calls to GBV legal services hotline in area (name) from intended audience in one month following the delivery of the campaign and a y% increase in the next three months (compared to baseline data).

Performance Evaluation

Outputs
Planning: Intended and direct results of intervention activities and use of inputs.
Evaluation: Direct results of project activities and use of inputs.
E.g. x% of intended audience using buses on route/s xx in area (name) recalled the basic message of poster after period a-b (dates).

Internal & Process Evaluation

Activities
Planning: Intended action to implement intervention and utilise inputs.
Evaluation: Action taken to implement intervention and utilise inputs.
E.g. Research; Design; Pre-testing; Printing; and specifi-cally - 10 posters displayed in city/area (name) buses on route/s xx over period a-b (dates)

Inputs
Planning: Materials & resources intended for use in intervention development and implementation
Evaluation: Materials & re-sources used in intervention development and implemen-tation.
E.g. Staff, poster materials, buses, bus timetables.

Exploring each of the four stages in detail

1)   Internal evaluation (predictive indicators)

Basic definition:

> Internal evaluation should happen before the campaign is launched. This is the point at which the project team needs to interrogate the campaign and ensure that the main message is both simple and clear, and that the execution is sufficiently RUM. Sometimes this is also referred to as formative evaluation.

Why are these considered predictive indicators?

- Although far from an exact science, if internal evaluation is honest, open and thorough, it is generally possible to predict the degree of success or otherwise of a campaign with a fair degree of certainty. If all team members agree that the campaign scores highly across all internal evaluation measures then the campaign is likely to be very successful. As it is almost impossible to please everybody all of the time, this is generally never the case, but the higher the degree of consensus, the better

Internal evaluation criteria

- **S** – Is the message single-minded? i.e. Is there one distinctive piece of information being conveyed?
- **C** – Is the message clear? i.e. Is the single-minded message obvious and conveyed in a manner that can be easily understood by the intended audience?
- **R** – Relevant
- **U** – Unexpected
- **M** – Memorable

Pre-testing

Pre-testing is considered an invaluable step in the formative stages of a communication intervention. It enables the team to check with a sample of the intended audience that the message tone, clarity, and comprehensiveness is appropriate and the reaction is as anticipated. According to the test results, adjustments to the message can be made if required.

RESOURCE @

Family Health International provides a useful guide on how to conduct a pretest by the AIDSCAP Behavioural Change Communication Unit.
How to Conduct Effective Pretests (1994) is available from: **http://www.fhi.org/en/HIVAIDS/pub/guide/BCC+Handbooks/effectivepretests.htm**

Internal evaluation indicators (expressed as target indicators)

In addition to checking the project team conducting a thorough review of the communication:

- X% of the communication product pretested among target population Y
- Communication product displays modifications according to key issues identified in pretesting

Suitable measurement tools (Explanation of each to follow in next section)

- Evaluation panels
- Focus groups
- Project group discussions

2) Process and performance evaluation (short-term indicators)

Basic definition:

> Process evaluation (also known as "monitoring") monitors how intervention activities and use of inputs are proceeding according to the implementation plan. Performance evaluation examines the consequences of activities and use of inputs. That is, it compares the actual outputs to those anticipated in the implementation plan. It is primarily aimed at evaluating the effectiveness of message delivery to the intended audience.

Why are these considered to be short-term indicators?

- The above are considered short-term indicators because they can be tracked from as early as a couple of weeks after launch of the campaign. Monitoring how implementation of the intervention is proceeding according to the plan allows the project team to track that the project is actually being implemented, if any problems in implementation are occurring, and if any adjustments to the plan are required. Monitoring also demonstrates that the project was indeed implemented, and thus allows for any changes in the identified output and outcome indicators to be attributed to the communication intervention. In many instances, the results of early tracking can be used to refine both elements of the campaign content (although this can be costly) as well as the media plan to ensure that progress towards the desired outcomes is realised.

Measurement criteria and indicators

Process evaluation (or monitoring) criteria

The communication implementation plan should provide a detailed account of:

- The type and number of **inputs** necessary (from funding through to human resources) to implement the intervention;
- The **activities** required to design, produce and distribute the message/s and achieve the desired results;
- The **number** of communication products to be produced and distributed;
- The **timing** of when inputs will be used, products produced and activities rolled out. This then produces a very specific checklist against which implementation can be monitored, and the indicators required.

Process evaluation then answers the following questions: Did we do what we planned to do, on time, and in a sequence based on a logic model of defined activities and expected results?

Process evaluation does not measure the quality or reach of the communication product. This is conducted through performance evaluation.

Process evaluation indicators (expressed as both general and target indicators)

Staffing: Were the expected number of project staff employed and working on the project/activities? For example,

- X number of staff working on intended audience research;
- Y number of staff planning and running Z number of workshops.

Schedule: Did activities proceed according to the stated plan? For example,

- research conducted into intended audience completed within N weeks;
- X number of radio programmes held on station Y within time frame Z.

Materials production/distribution: Did the predicted number of materials get produced and distributed? For example,

- X number of posters produced over period N
- X number of communications disseminated to Y number of distribution points (e.g. radio stations, buses, newspapers, events) over period N.

Performance evaluation criteria

The communication implementation plan should also include a detailed plan which lays out the expectations for the exposure and uptake of the message being distributed. (In addition to evaluation, this also helps to ensure that you think about what are the best ways to achieve maximum exposure and uptake of your message). Performance evaluation should seek to answer the following key questions:

- Message delivery and audience **exposure**: Was the campaign seen/heard by the intended audience to the extent predicted, and was this seen/heard enough times to absorb the content of the campaign?
- Message **uptake** and management: How effective is the content of the communication campaign? How well was the message received and understood by the intended audience?

This evaluation then measures the immediate effect of the activities on the intended audience in terms of reach and uptake. This can then be used to assess the effectiveness of the approach taken with regard to how the message was presented and delivered.

Stage 1: Message delivery and audience exposure indicators

- Reach: How many of the total number of intended recipients were actually exposed to the message? For example,
  - X% of youth population in village Y saw a community play on domestic violence;
  - X number of buses/taxis with the campaign poster held an average number of Y passengers per week-day over a period of N weeks, that is X times Y times 5 times N for a particular destination (together with below indicator);
  - average number of intended audience travelling on a bus displaying the poster per weekday;
  - X amount of time an ad/programme was on radio and the estimated audience for those times;
  - average readership of a magazine/newspaper which held an ad;
  - X number of speeches/presentations and Y number of people who attended
- Frequency: On average, how many times over the duration of the campaign was a single individual member of the intended audience

exposed to the message? For example,
- a poster is displayed on every bus that travels a particular commuter route (return), passengers who take the same route to and from their workplace using a bus with a campaign poster are likely to be exposed to the message twice a day, so frequency would be based on the average number of the intended population using the buses times the average number of days worked over the term of the campaign times two;
- an ad providing information on a domestic violence helpline which airs once during a popular TV series would mean that the average viewer is exposed to the message five times a week times the number of weeks the ad is run.

NOTE

Combining Indicators

As message delivery and audience exposure measurements also seek to determine if the intended audience saw/heard the communication enough times for the message to be absorbed, the results of Stage 1 then must also be combined with those of Stage 2 to obtain meaningful information. For example,
"X % of the intended audience were estimated to have seen an ad Y times over a four week delivery period, after which Z % of an intended audience sample can recall the content of the message."

For future learning however, it is useful to take measurements over time in order to determine at which point the delivery/exposure became effective, and after which point no change in effectiveness could be perceived. For example, taking one measurement at a half-way point during delivery of the message (a two-week period in the above example), and then again just prior to the end of implementation (e.g at four weeks in the above example). The times chosen will depend on when recall and response are predicted to take place.

Suitable measurement tools *(Explanation of each to follow in next section)*

- Tracking studies (e.g. campaign tracking)
- Communication industry tools (e.g. AMPS)

Stage 2: Message uptake and management indicators (expressed as target indicators)

(Note: Here for the sake of simplicity we are going to use the general term of ads to refer to any and all types of communication messaging be it advertisements, advertorials, editorial, PR, tactical media, interactive media etc.)

- Message noting: Did the intended audience notice the "ad"? For example,
  - X% of intended audience sample in area Y recalled the ad after N weeks;
  - X% of intended audience sample in area Y obtained the leaflet from distribution centres A,B,C after period N.
- Message recall: Can the intended audience remember what the ad is about, i.e. can they accurately describe it? For example,
  - After period N, X% of sample intended audience can recall that the communication described what domestic violence was/gave helpline phone number/ encouraged condom use/talked about a strong man/said schooling for girls was good for the family.
- Message approval: Did the intended audience like the content of the ad as well as the way in which the ad was presented? For example,
  - X% of youth sample in taxi station Y thought positively (cool, fun, clever,

interesting) about the distributed poster.
  - X% of female intended audience think that their peers highly respect saying no to sex with a man in exchange for gifts or food.
- Message understanding: Can the intended audience correctly play back the intended main message of the ad? For example,
  - After N weeks, X% of youth in school Y can say that GBV is not just wife-beating but can describe three other types of GBV;
  - After period N, X% of intended audience sample in bus station Y can describe two ways of persuading their partner to use a condom;
  - After period N, X% of intended audience sample in township Y describe how a man gained respect because he defended and protected a girl from being assaulted.
- Message take-out: What is the intended audience's response to the message? Does the intended audience think the message applies to them, do they understand what the message is trying to get them to think/ do/ believe in response to the message)? For example,
  - X% of young men in sample group going to area Y schools accurately describe the message as trying to change their perceptions about what makes a man strong, or how a man gains respect;
  - X% of women in sample group working in area Y believe that they should know the legal service helpline number;
  - X% of young women in sample group living in area Y understand that the message is talking about their relationships with men and that a man who can ask and

listen to their opinion is a man that respects them.
- Intended audience response: Does the intended audience feel motivated to comply? Do they perceive a greater cost over perceived benefit in change? For example,
  - In Y weeks, X% of teenagers in area Y said they would call the abuse hotline if they thought a friend was in trouble;
  - After period N, X% increase in parents in sample group living in area Y who would encourage their daughter to finish school/seek further education;
  - After Y weeks (to ensure sufficient exposure to message), X% of female teenagers in area Y thought that saying no to gifts in exchange for sex would leave them better off (than the risks to their health and self esteem).

Collectively the above measures should give a fair indication of whether:
- The message was received by the intended audience (reach, frequency and noting)
- The message was understood by the intended audience (recall, understanding and take-out)
- Degree of responsiveness to message (liking and consumer response)

Suitable measurement tools (explanation of each to follow in next section)
- Tracking studies (campaign tracking)
- Group surveys
- Dipstick interviews
- Focus groups
- Communication industry tools
PR activities

If your communication intervention has also included a PR strategy to draw further attention to your campaign and its message through the media, monitoring of the effects of these activities on the media should also be conducted. This evaluation is very similar in purpose to those conducted for message uptake and management regarding the communication's intended audience, as PR activities also have an intended audience (the media), and you need to know if your message to this intended audience was received, understood and responded to as desired/expected.

One of the best ways to determine if your PR activities had an effect and the effect was as desired (or not) is working through a media monitoring process to identify stories that have come about as a result of your PR activities and then unpack their content.

3)   Outcome evaluation (medium-term indicators)

Basic definition:
  Outcome evaluation primarily examines how effective the communication intervention was in terms of achieving the stated objectives. Thus, the evaluation explores to what degree the communication affected the intended audience in terms of changes in knowledge, at titudes, intentions, and/or behaviour.

 Why are these considered to be medium-term indicators?

- Outcome evaluation measures should ideally be tracked consistently over time to ensure more stable data, but are primarily

considered to be medium-term indicators for the following two reasons. Firstly, there is generally a time lag between exposure to communication and noted changes in behaviour. This lag often means that short-term behaviour/attitudinal measures are inaccurate. Similarly, the accuracy of long-term measures is sometimes questioned due to the influence of subsequent issue-relevant activities. This type of evaluation should ideally be conducted at the point where one would expect that the intended audience has been exposed to the campaign on an average of three occasions.

All outcomes – not just those identified in the objectives

It is important to capture all the effects of your intervention (or as many as possible), both negative and positive. Some interventions can result in negative outcomes that can undermine the overall goal, or exacerbate other social issues. Identifying and measuring these consequences assists in determining what may have contributed to the success or failure of an intervention, and particularly assists in the development of future interventions, where attempts can be made to mitigate the negative consequences and replicate the actions that resulted in positive change.

RESOURCE @

When you are not familiar with the media monitoring process, it can be quite a complex task to design and implement, and there is not a great deal of assistance available on the internet. Though different in purpose and scope to evaluating a PR strategy, the following website for the Global Media Monitoring Project may be useful in giving you a feel for the monitoring process, as it contains a monitoring methodology guide: http://www.whomakesthenews.org/research/media_monitoring_methodology

Media Monitoring Africa (MMA) also offers a resource, the *Monitoring Made Easy-Gender (MMEG) tool*, which includes a document addressing monitoring methodology. The tool, information and online support are available from MMA's website: **www.mediamonitoringafrica.org.**

If you are unfamiliar with media monitoring, it may be best to employ the services of organisations that specialise in the process, particularly within the field of human rights. Media Monitoring Africa (MMA), which is responsible for the development of this communication guide, is one such organisation. MMA's details are as follows:

Ph: +27 11 788 1278
Fax: +27 11 788 1279
Email: mmainfo@mediamonitoring.org.za
www.mediamonitoringafrica.org

NOTE

Accounting for the enablers

As noted earlier, behaviour is affected by a number of environmental influences. Particularly at outcome and impact levels, an evaluation should document any environmental influences (enablers) external to intervention activities, that facilitated or impeded the changes sought. These could be government policies or services, and the campaigns or actions of other organisations. This information assists in determining what contributed to the success or failure of an intervention (or aspects of it), thus producing a better evaluation and facilitating better planning for further interventions.

Outcome measurement criteria
When planning to evaluate how effective your communication was in achieving its objectives, indicators should in the first instance be determined by the outcome statements (target indicators) and their corresponding indicators pre- and post-implementation. As noted above, other outcomes

resulting from your communication should also be identified and measured wherever possible. Clearly, however, planned collection of pre-implementation data for unpredicted consequences is not possible and you may have to access information from other organisations for this.

All changes should, wherever possible, be measured as a percentage or proportion, and be quantifiable.

Outcome measurement indicators
Examples of behavioural measures (specific to GBV) (expressed as general target indicators)
• Percentage change in numbers of intended audience accessing legal services regarding GBV after period N;
• Change in percentage of intended audience accessing accommodation in area Y specifically for GBV victims after N weeks;
• Change in percentage of intended audience in area Y making a report regarding GBV to police/help-lines and following through with charges laid after N months;
• Change in incidence of organised public dialogue amongst particular groups/communities regarding GBV or issues of gender-equality after period N;
• Change in incidence of public/citizen advocacy in area Y for changes to policies, laws and procedures affecting gender equality after N months;
• Change in proportion of housework/childrearing done by intended audience in a community X after N weeks;
• Change in incidence of discriminatory practices by reporters/editors of newspapers X,Y,Z regarding gender/GBV after period N.

Examples of atitudinal measures (specific to GBV) (Expressed as general target indicators)

- Change in percentage of families in area X intending to keep/encourage girl-child at school after period N;
- Change in percentage of female intended audience intending to complete higher education studies after N months;
- Change in percentage of intended audience with perception that GBV is a public matter, not private, after N weeks;
- Change in percentage of intended male audience that believe a woman wearing a mini-skirt does not deserve respect after period N;
- Change after N weeks in proportion of young women in schools XYZ who believe that GBV is more than just a stranger raping a female, and is never justifiable;
- Change after period N in percentage of young women in community Y in intention to delay first sex;
- Change in percentage of intended audience intending to call help-line X if having witnessed domestic abuse in community Y after N weeks;
- Change in perception of proportion of young men aged N-NN in area X that beating a woman/gay man will make you appear strong/gain you respect in the community or amongst peers after N months;
- Change in numbers of police at stations XYZ who believe that GBV is a traumatic event and should be treated as a serious crime after period N;
- Change in terminology and images in media regarding GBV and issues of gender-equality after period N;
- Change in reported incidence of negative/stereotyping language used by young men aged N-NN against people reflecting gender inequality and GBV (name calling, insulting, verbal abuse etc) in community X after N months.

Suitable measurement tools
- Tracking studies (attitude and behaviour)
- Individual surveys
- Dipstick interviews (specialist only)
- Focus groups
- Desk research
- Media monitoring (though more specifically for change in public dialogue)

4) Impact evaluation (long-term indicators)

Basic definition:
Impact evaluation focuses on the broader effects of the communication intervention over time, particularly with regard to the stated goal and changes in the identi-fied GBV issue. As change over time and across a population is generally the result of multiple influences, impact evaluation assesses whether an intervention did in fact contribute to change, and the extent of this contribution.

Why are these considered to be long-term indicators?

- It takes longer periods of time to record significant changes among larger groups of people.

Impact evaluation criteria
Impact evaluation is done long after the interven-tion is over. It requires and involves extended com-mitment by the organisation, planners and funders. Indicators of change in goal-related issues require

the collection of baseline data corresponding to the indicators selected. (Baseline data is collected before implementation of interventions.) Data must generally be derived from statistics collected at a macro level on an annual or bi-annual basis by government agencies and dedicated non-government and intergovernmental organisations. Assessment of impact indicators should include outcome indicators, and the presence of other influencing factors that supported or inhibited achievement of the goal.

Examples of related general statistics
- Changes in number of applications and appointments of women to traditionally male-dominated positions of employment;
- Changes in numbers of girls attending and completing all levels of education;
- Changes in number of women establishing and running their own businesses;
- Changes in representation of both sexes in work places, and across employment types (part-time, full-time etc) – and particularly in parliament, legal and justice systems (longer-term);
- Changes in terminology and images in media about GBV and issues of gender-equality (may be both a medium-term and long-term indicator depending on the objectives and goals of the intervention);
- Change in incidence of discriminatory practices by reporters/editors regarding gender;
- Change in number of work-days lost due to the effects of GBV.

RESOURCE @

The United Nations Development Program Human Development Reports, and the UNAIDS Expert Consultation on Behaviour Change (2006), also refer to the Gender Empowerment Measure score. This seeks to measure relative female representation in economic and political power. The Human Development Report statistics are accessible through the following site: **http://hdrstats.undp.org/indicators/**

Examples of related crime statistics
- Change in number of reports to police regarding GBV, number of charges laid, and number of convictions made;

(NB These statistics may be deceiving, and need to be read and interpreted carefully. An initial increase can demonstrate that people are more aware of their rights and attitudes towards GBV have changed (i.e. towards GBV no longer being acceptable and needing to be reported and punished). Later decreases in reports made can potentially indicate a decline in the incidence of GBV due to behaviour changes in perpetrators, or they could mean that confidence in the justice system has fallen.)
- Change in number of convicted GBV perpetrators committing a similar crime again (rates of recidivism);
- Change in number of victims dying from GBV assault.

These statistics may be very hard to access, and you may require assistance in accessing and interpreting them. People who are involved in collecting the data and producing the statistics may be able to provide this assistance.

Examples of related health statistics
- Change in number of people seeking medical care (all types) due to GBV;
- Change in number of women reporting that they control their family planning (seeking contraception, stating their choice to have children, etc);
- Change in number of girls/women with HIV/AIDS positive status;
- Change in number of girls/women seeking long-term treatment for HIV/AIDS.

Suitable measurement tools
- Tracking studies
- Individual surveys
- Group surveys
- Dipstick interviews
- Focus groups
- Evaluation panels
- Communication industry tools
- Desk research
- Media monitoring

Step 3: Decide how you are going to measure – select approaches and tools

The decision of what measurement tools are going to be used is dependent on the following:

- What options are best for each of the four stages/types of evaluation?
- What limitations (budget, time, resources etc) are you facing? What can you realistically achieve?

Types of measurement approach
- **Randomised experiment**
  Intended audience members are randomly assigned to either be exposed to the communication or not (control group). The same set of questions is usually asked pre- and post-intervention, and post-test differences between the two groups can indicate change that the communication has caused.
- **Quasi-experiment**
  A substitute for pure experiment designs. Randomly selected intended audience members are split into intervention or control groups based on whether they were exposed to the communication or not.
  Note: This has similar issues as identified for the randomised experiment, but is considered to provide more plausible evidence for change produced by an intervention.

The following three approaches are sometimes considered quasi-experimental in design, and are believed to provide the most viable and feasible means of evaluation:
- **Before and after studies**
  Information is collected before and after the intervention, but is collected from different members of the intended audience each time.
- **Independent cross-sectional studies**
  Information is collected at multiple times from the same intended audience members. Differential exposure to the communication campaign assists evaluation in sorting out the effects of different elements of implementation and different levels of exposure.
- **Time series analyses**
  Pre- and post-intervention measures are collected multiple times from intended audience members. Pre-intervention data is used to project what was likely to occur with out the intervention, which is then compared to what actually occurred using the post-intervention data points.

NOTE

Challenges to experimental approaches

Several problems have been identified with experimental approaches for public communication campaigns. Results are often not considered capable of being generalised across the broader intended audience. Delivery of the communication may differ significantly from delivery during actual implementation (which can enhance or reduce exposure). Exposure to a communication intervention cannot be controlled in the same way as for a medication, for example. For an evaluation conducted over time, it is difficult to ensure the integrity or purity of the intervention and control groups (the control groups may in fact become exposed to the campaign or others), and even if not conducted over time, it is difficult to ensure participants selected for untreated control groups have not been exposed to similar communication.

An appropriate design for your evaluation approach may be a comparison between time series analyses, cross-sectional studies, and panel studies (see below).

Types of measurement tools

- **Comprehensive campaign specific studies**
  Full quantitative research studies are quite expensive, but are worth investing in for large campaigns. If you know of an organisation also trying to communicate to a similar audience, it may be worth pooling resources and sharing the resources and research findings. Specific types include:
  i. Target segmentation studies
  Research studies designed to segment the market on the basis of relevant criteria.
  ii. Campaign tracking studies
  Research studies designed to track the effects of a campaign on both brand and consumer over a specified period of time
  iii. Attitude and behavioural tracking studies
  Research studies designed to measure and track the effect, if any, that a particular activity has had on the actual behaviour of the intended audience.
- **Individual surveys**
  i. Syndicated research/omnibus studies
  Large research houses (like TNS-Research Surveys and Markinor in South Africa) do syndicated studies whereby organisations can include a small number of questions in a "bulk" questionnaire which goes out to large numbers of respondents for broad, but shallow readings, from an audience.

ii. Online/internet surveys

A form of survey in which questions are posted on a Web site or sent by email to respondents who reply by completing the questionnaire on the Web site or sending responses by email

iii. Polls

A voting system whereby a group of individuals are asked a question and are given the opportunity to give a singular response from a list of options provided.

iv. Vox pops

"Vox pop" is short for *vox populi* (Latin) which translated literally means "voice of the people". For journalistic and research teams, the term "vox pop" refers to an interview with the person on the street, i.e. an in situ interview of randomly selected members of the intended audience. These interviews are then edited together to form a snapshot of intended audience opinion.

v. Email survey:

A survey conducted by sending a questionnaire by email to a list or sample of email addresses. Respondents are asked to complete and return the questionnaire by email.

- **Group surveys**

  i. Audience rating sessions

  A sizable number of people are put into a cinema, shown a series of ads and then asked to rate each against a specified set of criteria.

- **Dipstick interviews**

  i. Target market dipstick

  Short questionnaires administered fairly casually to quite small (but representative) numbers to test feelings around a few issues.

  ii. Specialist dipstick

  Lengthy one-to-one interviews are conducted with experts in a particular industry or field in order to gain a deeper understanding of that particular subject.

- **Focus groups**

  i. Target market focus groups

  Market research group discussions, usually made up of six to eight members of the intended audience, together with a research moderator whose role is to ask the required questions, draw out answers, and encourage discussion, and an observation area usually behind one way mirrors, and video and/or audio taping facilities.

  ii. Specialist focus groups

  A group of specialists on a particular subject are brought into a room and taken through an unstructured but guided discussion by a facilitator in order to obtain detailed information about a topic or issue.

- **Evaluation panels**

  i. Audience panel surveys

  The same members of the target audience are interviewed before, during and after the campaign.

  ii. Specialist evaluation panels

  Specialists in a particular field are brought together and asked to collectively evaluate an idea or execution. The aim is to get a definitive answer from a well-informed but singular perspective.

  iii. Multidisciplinary team evaluation panels

  Specialists in differing fields are brought together and asked to collectively evaluate an idea or execution. The aim is to stimulate debate and obtain a well-rounded answer developed with input from a variety of perspectives.

- **Communication (social) network analysis**
  Assesses how information is disseminated within a group or community and the effects of social influence on the adoption and maintenance of new behaviours.
- **Communication industry tools**
  i. LSMs®
  A national survey conducted by the South African Advertising Research Foundation which segments the South African population according to their living standards. There are 10 segments, which give marketers a sense of the types (demographic and psychographic) of people they wish to speak to.
  ii. AMPS®
  The All Media and Products Survey (AMPS). provides detailed information about the population's media and product consumption habits. From this survey, you can identify and profile the readers, listeners, viewers, cinemagoers and Internet users, those who are exposed to outdoor billboards and other outdoor media types, as well as the users of numerous products, services and brands. South African ad agencies and media planning companies use licensed software packages to access this data. They allow them to conduct media consumption analyses, which are very useful in understanding how to reach chosen audiences. It would be very useful to contact such an agency and ask them to do an AMPS "run" on your audience.
  iii. PR coverage reports
  Reports generated by PR companies based on the findings of companies such as Jisani Digi-track (SA) and others, who record the amount of free exposure obtained through PR activity. May also be conducted through an in-house organised media monitoring activity.
  iv. Media/advertising awards
  Advertising industry awards that recognise excellence in either creativity or effectiveness. A communication campaign may be entered into and receive an award in a relevant category. Examples of these include:
  – Vuka Awards
  – Loerie Awards
  – APEX Awards
- **Desk research/review of the literature**
  The process of reading research reports on a topic of interest; learning about the results of research on a particular problem or topic. The types of documents available for review include, among others:
  – Internet articles
  – Research reports
  – Government releases
  – National surveys
- **Group discussions**
  i. Brain storming
  Put a group of people in a room, pose a problem or list questions and ask them to collectively come up with a list of possible answers.
  ii. Creative crack sessions
  A group of creative people are gathered in a room, given a tight creative brief, and then broken into teams and given a limited amount of time to crack it. Groups then report back and evaluate the best idea.
- **Media monitoring**
  For monitoring changes in reports/articles/items on gender and GBV. Companies and organisations such as MMA specialise in this, and MMA offers free software, Monitoring Made Easy – Gender (MMEG).

Potential limitations to consider

Budget constraints
*   As the saying goes, "you get what you pay for", and as a rule, the most comprehensive evaluation approaches and tools are expensive. You need to consider how important it is to the on-going success of the project and future projects before determining what percentage of the budget to spend on evaluation. E.g. If using 50% of your total budget to prove that the idea works which will ultimately triple investment, do so. If not, work on an average of 10% of total budget and consider what methods available fall within that budget. (For an indication of comparative cost in measurement tools, refer to the previous section)

Time constraints
*   Different measurement tools and methodologies have varying time frames, but in general, the time frames quoted always seem to be longer than what one would expect. What most people forget is that what you put in is what you get out. Well conducted research requires meticulous planning and in-depth analysis, which simply takes the time it takes. The temptation to rush results in response to pressure from third parties is ever present, and while in some instances compromise is possible, remember that more haste often equals less quality. If you just can't wait, it is best to select an alternative measurement methodology that can be comprehensively conducted in a shorter time frame.

Skills constraints
*   Different elements of the evaluation process require varying professional types and levels of expertise. As the necessary skills required are rarely all available within the collective skill set of the project team, whether at the time of project evaluation design or at the time of actual evaluation, it may be necessary to bring in expert consultants. If this is not possible, the evaluation plan will have to be amended accordingly.
*   Another potential factor here is staff turnover. If particularly high, it can limit the availability of institutional memory.

Assumptions about how comfortable people are with your chosen method of data collection can make your evaluation less effective

Data constraints
*   Data constraints occur in instances where:
– Access to appropriate secondary data is denied

– Baseline indicators are not recorded – this makes comparative conclusions difficult
– Data from large national or regional surveys is not readily available in sufficiently disaggregated form
– Data is mis-recorded, miss-represented or mis-used
– Data is lost

Complexity constraints
• Complexity issues requiring a more advanced level of skills arise from several quarters. The main culprit is poor project design, which can enormously increase the complexity of evaluation at the end of the project. Certain outcome measures are inherently difficult, especially those that are contextually sensitive (e.g. awareness, knowledge) as well as those termed "softer" measures, which are measures that are difficult to quantify (e.g. people attitudes, opinions and behaviours).

Cultural constraints
• The cultural norms and values of your intended audience/s should be considered when planning how to conduct your evaluation. Assumptions about how people communicate and how comfortable they are with your chosen method of data collection can negatively impact on the effectiveness of your evaluation. Consider the following when de-signing your data collection methods:
– People may be uncomfortable or believe it is inappropriate to speak out in a group discussion. It may be because the group is of mixed gender, which can mean they defer to a particular gender. The group may include various levels of authority, which can mean they defer to the higher authority.

Or people may simply be unused to voicing opinions in groups, as their education and community has not encouraged public speaking at an individual level. Particular age groups may also not feel confident in voicing their opinion, particularly amongst mixed gender groups, and be concerned that they will not be providing the "correct" or "right" answer in front of their peers or even in face-to-face discussions.
– People may prefer face-to-face discussion, particularly over personal questions, as opposed to telephone conversations or printed questionnaires.
– People may not feel comfortable discussing their opinions with a stranger, particularly with a person from a different culture. There may be concerns about judgment, misunder-standing, or simply feeling overwhelmed by a clearly foreign appearance and behaviour.
– Literacy issues and choice of language and style of questions may inhibit responses through printed questionnaires.

RESOURCE @

MMA's Monitoring Made Easy – Gender (MMEG) tool simplifies the process of monitoring on gender issues so that you don't have to be an expert to design and implement your own media monitoring from scratch. The tool, information and online support are available from MMA's website, www.mediamonitoringafrica.org.

— Depending on the gender dynamics of the community, people may tailor answers to what they believe are in keeping with gender norms when speaking with the people of the opposite, or in other cases, same gender.

RESOURCE @

For more detailed information on evaluation design and the limitations of particular data collection approaches see
*Stage 4: Assessing Effectiveness and Making Refinements, in **Making Health Communication Programs Work Pink Book*** (National Cancer Institute, US National Institutes of Health)**,** available from **http://www.cancer.gov/pink-book/page8.**

Step 4: Deciding when to take measurements and make a plan

Often neglected when creating an evaluation plan, it is also important to take into consideration when you expect to see your communication have an effect on the intended audience. That is, after what level of exposure do you generally expect your intended audience to exhibit the desired change/s?

Measurement should be planned around the likely level of exposure to the communication that is expected to result in recall and a response. However, additional measurements to confirm or determine the point at which an effect is triggered and/or maximised are also recommended.

Having determined the most appropriate points for gathering data during and after implementation,

these need to be articulated in the evaluation plan. The key requirements for the evaluation timing plan are:

- It is user friendly
- It clearly shows when evaluation activities should begin and when they are expected to be completed
- It identifies who is responsible for collecting data and where this data will be collected from
- Can be easily updated as things are prone to move/shift on a regular basis (electronic is better)
- Updated versions can be regularly and easily distributed (electronic is better)
- Is password protected and can only be altered by the project co-ordinator
  This helps guard against mistakes and limits the confusion that arises from multiple parties making amendments (electronic is better)
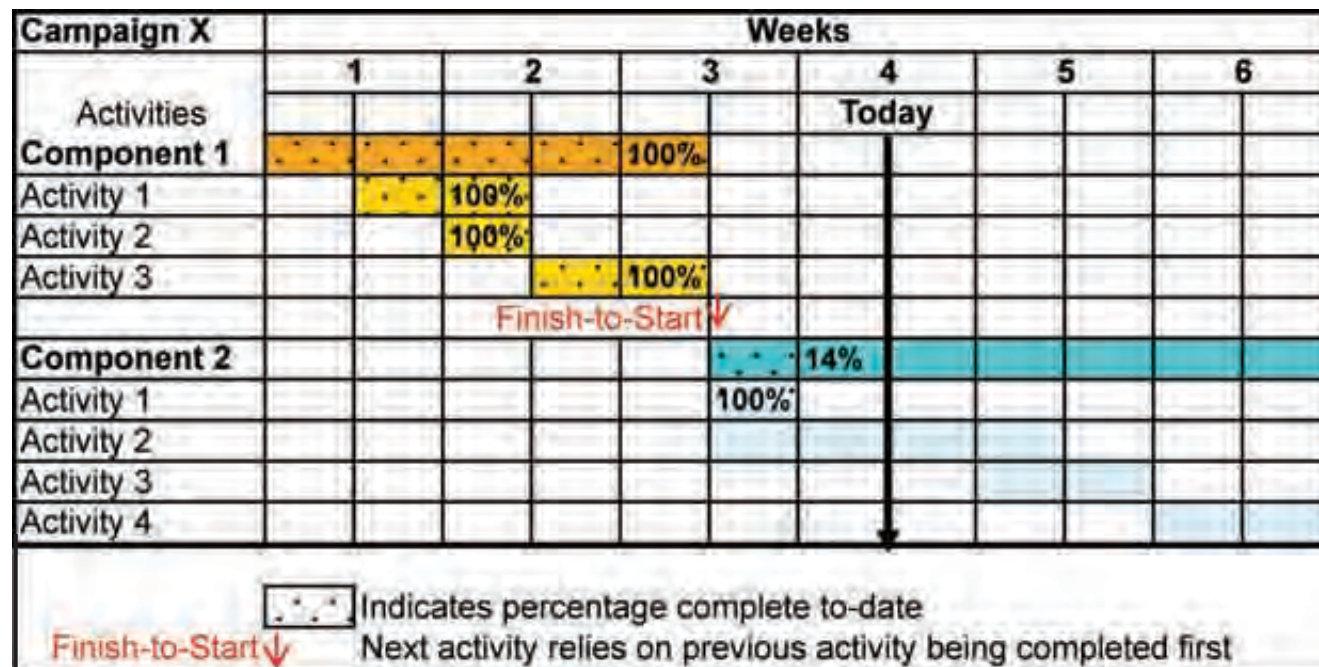
Example of an evaluation plan:

On the following page is an example of how to plan for an evaluation. It is useful to combine this plan with a Gantt chart that shows when all project activities (that is, planning implementation and evaluation activities) are expected to take place, and their duration.

A Gantt chart is a bar chart that illustrates a project schedule and is common in project management. A simple example is provided below. Each project activity or task is given one row and listed in the order in which they should occur, though activities may overlap, run sequentially or in parallel. Bars illustrate the start and finish dates of activities, and duration is shown by the length of the bar along the row according to the established time scale (days,

weeks, etc.). The charts can include information on who is primarily responsible for the activities, show links between activities (e.g. what must be completed for another activity to begin), and illustrate the current status of activities using percent-complete shadings.

Campaign X	Weeks					
	1	2	3	4	5	6
Activities				Today		
Component 1			100%			
Activity 1	100%					
Activity 2	100%					
Activity 3		100%				
		Finish-to-Start ↓				
Component 2			14%			
Activity 1		100%				
Activity 2						
Activity 3						
Activity 4						

Indicates percentage complete to-date
Finish-to-Start ↓   Next activity relies on previous activity being completed first

Result Statements	Indicators	Data Source	Collection Frequency	Timing	Person
Message Development (Internal Evaluation)					
Communication developed by March 14 includes feedback from target audience.	1. Pre-test conducted with sample intended audience providing feedback against specific questions on understanding, presentation, relevance, liking etc. 2. Message altered according to feedback	1. Pre-test focus group attendance records and results 2. Altered communication	1/2. Once/potentially twice if significant changes required	1. March 10 2. March 12-13	1. B Smith & H Botha, 2. B Smith H Botha & A Njobeni
Process					
10 posters displayed in city/area (name) buses on route/s xx over period a-b (dates)	1. Agreement with bus service company; 2. Actual schedule of bus services carrying poster on route xx during period a-b (includes info on any disruptions causing lack of service) 3. Confirmation of poster display with spot check survey	1. Signed agreement 2. Company records 3. Completed spot check survey record	1. Once 2. Once 3. Three times	1. April 25 2. April 16 3. March 15 29, April 14	1. A Njobeni (Director) 2. H Botha 3. B Smith
Outputs					
x% of intended audience using buses on route/s xx in area (name) recalled the basic message of poster after period a-b (dates)	1. Number of intended audience likely to have been exposed to message. 2. Number of intended audience sample recalled the poster and its basic message	1. Bus company records completed questionnaires of sample target audience along bus route in area (name). 2. Questionnaires/ interviews of sample intended audience along bus route in area (name).	1. Once (to obtain average number of passengers per trip, average number of times route taken per week/duration of poster display).	1. April 20 2. March 29 & April 16	1. H Botha & B Smith 2. B Smith
Outcomes					
x% change in number of calls to GBV legal services hotline in area (name) from intended audience in one month following the delivery of the campaign and a y% increase in the next three months (compared to baseline data)	1. Number of average calls per month made to hotline by intended audience prior to implementation. 2. Number of calls in month to hotline by intended audience in month following implementation. 3. Number of calls to hotline by intended audience in following three months	Hotline records	1. Once 2. Once 3. Once	1. Jan 10 2. May 16 3. Aug 16	H Botha
Impact					
x% change in number of GBV convictions made in area (name) in year following campaign delivery.	1. Number of GBV convictions in area in each year 3 years prior to implementation. 2. No. of GBV convictions in area in year following implementation	Justice Department records	1. Once 2. Once	1. Jan 8 2. March 16 following	A Njobeni H Botha

Step 5: Determine resources required

Consider who and what is needed to ensure the successful implementation of the evaluation plan, and draw up a list of potential candidates and suppliers. In addition to the internal project team you would ideally want to have a communications consultant / strategist and a research consultant (specialising in qualitative or quantitative, or even both depending on the evaluation method selected). If using quantitative tools, IT support will likely be required. Make contact with all on the list to determine availability and negotiate costs.

Step 6: Debrief the whole team on the evaluation plan and revise if necessary

Once the full team is appointed, have a project team kick-off meeting during which the buy-in and commitment of all parties concerned is obtained. During this session, the evaluation plan should be revisited, openly debated and collectively amended to take into account individual expert opinions, experience, and limitations.

For more information on these guidelines, or to explore training options, please contact the Director at Media Monitoring Africa:

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www.mediamonitoringafrica.org

RESOURCE @

Assessment and Monitoring of BCC Interventions, Reviewing the effectiveness of BCC interventions, by the *AIDSCAP Behavior Change Communication Unit of Family Health International (1994)*, from **http://www.fhi.org/en/HIVAIDS/pub/guide/BCC%20Handbooks/index.htm**

This handbook provides a checklist for development and delivery of the message, as well as evaluation. While it is more focused on health communication interventions, many of the points can be translated to GBV communications.

Chapter 8: Evaluation Plan, A Field Guide to Designing a Health Communication Strategy, by the *Center for Communication Programs at the Johns Hopkins Bloomberg School of Public Health, 2003*, available from **http://www.jhuccp.org/pubs/fg/02/index.shtml**

This chapter is of particular assistance in learning how to use the data gathered to draw valid conclusions about the effects of the communication intervention.

Chapter 10: Tools for Communication Initiatives: Research and Evaluation, Advocacy and Interventions: Readings in Communication and Development, by *Royal Colle, The Internet-First University Press 2007*, available from **http://www.comminit.com/en/node/265784/36**

This chapter is particularly useful for exploring examples of communication intervention indicators, purpose and issues, and explores focus group research with an example.

EMPOWERING MESSAGES RESEARCH

Appendix i

Background

Research objectives

The objectives of the research undertaken were to:
* Identify the primary challenges currently encountered by organisations in the development of gender-based violence communication campaigns;
* Improve the understanding of what constitutes a successful gender-based violence campaign;
* In response to both points above, develop a best-practice resource to assist in the development of future gender-based violence campaigns

Research outputs

Key findings:

While it is acknowledged that funding and resources are inadequate for the majority of organisations, a key challenge faced by organisations is a limited knowledge base regarding how to plan and implement effective campaigns and evaluations, regardless of resources available and the commitment of funders.

The key challenge identified is supported by the following research findings:
* Most organisations are able to identify their intended audience but analysis of the intended audience in terms of media consumption is poor. Incorrect media selection results in a waste of resources and minimises the overall effect of the campaign.
* In-depth research and testing on intended audience attitudes and capacity to adopt the desired attitudes/behaviour is poor. Change is a process which ends with the decision to change and maintaining that change, and if a message is mismatched with where the audience in placed in the change process, then it is likely to produce little impact.
* Further findings suggest that there is a conflation of multiple messages which reduces the impact and effectiveness of core campaign messages.
* Limited human and capital resources mean that campaign evaluations, if conducted at all, are not done with the vigour necessary to assess overall impact.
* A lack of ongoing technical support was a further key challenge identified by the participating organisations.

In accordance with the objectives, data collected has been used to inform aspects of the resulting guidelines and in some cases has been included as examples of best/worst practice.

Methodology

How the research was conducted

Research design

The project was a retrospective assessment of gender-based violence communication campaigns and materials, using both qualitative and quantitative methods. The project was underpinned by a series of interviews and focus group discussions, as well as content analysis of communication materials. In addition, supplementary data was sourced from organisations that are not participants in the project, but have obvious expertise in gender-based violence communication campaigns.

Information sources

Across the duration of the project, information was sourced across a total of 12 participating organisations in South Africa and Namibia with the dual intention of:

• Gaining access to key individuals within the organisation to be interviewed in order to get an understanding of how gender-based violence campaigns are conceptualised, produced and distributed.
• Obtaining actual communication campaign materials for analysis by professionals and to form the subject matter of focus group discussions with relevant intended audiences.

The organisations were selected on the basis of their direct involvement in gender issues. A pre-requisite was that they are directly responsible for

the development of gender-based violence communication campaigns. Due to the impracticality of the inclusion of all gender-focused organisations in South Africa and Namibia, a range of organisations that differ in size, budget allocations and intended audiences was selected to form a representative sample. Both governmental and non-governmental organisations were chosen to participate in this project.

Data sourcing instruments

• Individual interviews

   Semi-structured one-on-one interviews were conducted with one to four pre-identified key individuals within each participating organisation. Interviews were designed to emphasise the key aspects of the intended research.

• Focus group discussions

   Focus groups were conducted using materials from at least one gender-based violence communication campaign from each organisation. Three of the organisations provided two campaigns each and one provided three campaigns for focus group discussion. Each group discussion was facilitated according to a carefully constructed interview guideline that was designed to generate collective perceptions of gender-based violence campaign materials and how they are viewed, understood, and

distributed. Each focus group, with a minimum of six members of the campaign's intended audience, was recorded and the transcripts analysed.

- Internal monitoring

    Materials collected from gender-based violence communication campaigns were assessed utilising content analysis according to key selected criteria. The intention was to determine the content of gender-based violence communication campaigns, their structure, key messages, mode of communication, audiences targeted, and method of distribution, and potential resonance with the intended audience. Standard media monitoring criteria were applied to ensure credibility and reliability of the data collected and a template was developed to help succinctly capture the appropriate data. All data was captured internally by trained monitors.

Time frame

All gender-based violence communication campaigns included in the study were run within the two-year period 2005-2007. Having a selected time period was essential to the assessment of whether a coordinated response from NGOs and CBOs was noted.

EXAMPLE OF A STRATEGIC BRIEF

Appendix ii

First review date   _____
Final review date   _____
Presentation date   _____

STRATEGIC BRIEF

Strategic objective
Why does the project/programme require a strategy?

The objective of this project is to ... (specific behavioural change sought)

* The existing behaviour is … (problem description and consequences in brief)
* Brief description of problems with stakeholder understanding of current messages/communication …, difficulties of addressing issue …
* This (new) communication will be (examples follow):
  • Will still appeal to the existing intended audience, but will offer a different approach;
  • Offer benefits for change, and outweigh perceived costs of adoption;
  • It will still link to the same services etc...
  • It will be more true to the positive aspirations of the intended audience;
  • Potentially could extend from one year to three years, and target the next stage in the behavioural change cycle
  • Should be linked to the organisation's goals.

Strategic deliverables
What are the expected outputs and intended outcomes from the strategy? (Numbers of intended audience exhibiting the desired change through the communication)

Organisation objectives
What are the organisation's objectives that the strategy needs to consider?

* To increase its contribution to female equality/advancement of women's rights/reduction in male violence etc;
* To get better results from investment in communication programmes;
* To ensure that all communication is linked to the organisation in some way, and builds on the progress and relationships built with its intended audience and potentially reaching additional intended audiences

Intended audience (primary & secondary)
Describe the intended audience (paragraph)

Current audience profile	
Location	Regional/local (specific area)
Gender	
Age	
Socio-economic status	
Relationship with GBV	
	Perpetrator/target, passive acceptance/intolerant/lenient (of behaviour), service provider/community leader etc level of understanding of GBV as a violation of rights, how they see their role in it, level of involvement in behaviour change process required
World outlook	General issues of intended audience group, concerns, aspirations, challenges, connection with community etc.

Competitors
What are the key competitors for behavioural change? (No more than five – habitual behaviour, social and financial costs etc)

Unique selling point (USP)
What is the single thing that makes the product (change sought) appealing in the audience's eyes?

Reason to believe
Why should the intended audience believe us?

Brand tone and personality
What type of language suits the brand (formal/informal/funny etc.)?
What would this brand be like as a person?

E.g. Warm, simple, genuine, modest, modern

Other stimulus to consider:
Attach supporting documentation that requires consideration:
• Proposal

• Business plan
• Annual reports (if applicable)
• Past presentations
• Relevant research
• Visual materials (collateral and communication)

Other considerations:

Present this as a trust rather than a new product? People who have exhibited change are influential people and can become ambassadors for change – opportunity – how can we capture this? Look for some examples of philanthropic brands that have a proven and big success rate.

CREATIVE BRIEF EXAMPLE

Appendix iii

Brief title:	XXX

Project leader:	
What theme does campaign fall under:	
Telephone:	
Submission date:	
Deadline date:	
Project number:	Cost centre:

Title:
Should be inspirational or directional, e.g. Sexy Consent

Summary:
This section should seek to summarise the whole brief in one sentence. What is the communication seeking to do? i.e. Create change from what to what? In what time period? Is this part of a campaign/a once off/tactical/etc.

Key objectives:
What do we want to achieve? NB Keep these succinct, single minded, measurable and realistically achievable.

Key competitors/what they stand for?
NB Keep descriptions to one word, or a short phrase.

Who are we talking to?
Key demographics of intended audience

Insights about them:
What unique insights do we have that can help give us a competitive edge?
Consider psychographic, behavioural, emotional issues that may provide hooks in the message.

What do they currently think and feel about this message/ its competitors?

ie Current perceptions of the intended audience

Disruptive thinking: (Ideas for brainstorming; questioning ideas; thinking outside standard approaches)

What are typical conventions/assumptions about the intended audience in relation to: communication, message, delivery type, audience mindsets? What could be questioned? What may be alternative approaches? (No need to be 100% rational)

Brand essence? (if developing a brand)

ie What do we want the brand to stand for in the long term? NB one word or phrase.

Brand differentiator?

What is the one thing that makes us unique/ that only we can do or say?

What is the single-minded proposition or essence of the message?

NB One word/thought   E.g. Being cool; a future with education; strength to defend

What is the desired response from this communication?

What do we want the audience to take away from the message? What action or thought should they have?

Substantiation i.e. Why should they believe us?

NB must support the single-minded proposition. Must be differentiated. Must be meaningful to the intended audience.

Personality (of the brand):

4-5 traits that will identify/differentiate this brand.

Tone (of the communication):

Max 4-5 in total

Connection considerations:

Best ways to connect with the intended audience. Non-standard advertising channels (e.g. competitions attracting intended audience)/constraints etc
Essentials: i.e. must-haves
Opportunities: e.g. Think indoor media opportunities

Creative considerations:
Anything that the creative team should be aware of.
Consider ... Sacred cows, mandatories, legalities, logos, strap-lines, jingles, mother-brand campaign context etc

Budget: Timing:

Add-ons:
A list of appendices which are attached/what they bring to the party

Ideas/thought starters: Key thoughts to start the creative process
If you had to write the headline…

Other communication that might add something to the picture and why?

Possible big ideas that in your eyes meet the brief? NB don't worry if they are 'bad' big ideas or small 'big' ideas...it's the thought that counts!

Anything else that you think could spark a thought? E.g. music ideas/events/smell/books/film clips etc

Approvals:

Campaign Director	Organisation Director	Marketing Specialist	Etc
Date:	Date:	Date:	Date:

For more information on these guidelines, or to explore training options, please contact the Director at Media Monitoring Africa:

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