



Client-oriented Agricultural Research and
Dissemination Project

DFID

Guidelines for planning a communications strategy for a natural resources project

Acknowledgement

We would like to acknowledge Dr Pat Norrish for providing much of the material in these guidelines and for giving valuable comments on the layout and content.

Norrish, P., Lloyd Morgan, K. and Myers, M. 2001. Improved communication strategies for renewable natural resource research outputs. *Socio-economic Methodologies for Natural Resources Research. Best Practice Guidelines*. Chatham, UK. Natural Resources Institute.

Table of contents

1	Introduction	4
1.1	What is a communications strategy?	5
1.2	Why do you need to plan communications activities in a project?.....	5
1.3	What are 'communication' and 'dissemination' activities?.....	5
1.4	Who should undertake communications and dissemination activities?.....	5
1.5	What are the requirements for good communication?	6
1.6	How should you develop a strategy?	6
1.7	Budgeting for communication.....	7
1.8	Steps to be taken when creating a Communication Strategy.....	7
1.9	Monitoring and evaluating the effectiveness of the communication vehicle or activity.....	16
2	The use of different communications media.....	17
2.1	Face To Face Events.....	18
2.2	Folk And Live Media	19
2.3	Printed Materials.....	20
2.4	Radio.....	23
2.5	On-Line Delivery Systems.....	25
2.6	Video	27

1 Introduction

These guidelines are produced to assist applicants to the COARD project's Agricultural Technology Funds plan a communications strategy at the start of their projects and to select the most appropriate form of media for effective dissemination of project outputs.

To apply to the COARD project you must complete a concept note and at this stage also outline how you plan to disseminate project outputs. These guidelines assist you in planning how to complete this section of the concept note and the full project proposal.

Once your proposal has been approved, these guidelines should help you plan a communications strategy for your project.

These guidelines are a simplified form of a more detailed set of guidelines on planning a communications strategy for RNR research see Norrish, P., Lloyd Morgan, K. and Myers, M. 2001. Improved communication strategies for renewable natural resource research outputs. *Socio-economic Methodologies for Natural Resources Research. Best Practice Guidelines*. Chatham, UK. Natural Resources Institute.

1.1 What is a communications strategy?

A **communication strategy** can be defined as ‘a chain of iterative processes involving a wide range of stakeholders with differing communication contexts and information needs. It needs an enabling environment if it is to succeed’. The communication strategy is a systematic plan of time-bound activities to share information and take action which will lead to achieving the communication objective (which could be for example, to increase knowledge through access to more information, to change attitudes or to promote an event). A communication strategy needs to be put in place at the inception phase of a project.

The term **dissemination strategy** is not quite so explicit and can be thought of as ‘*the process by which a research output is promoted along a defined uptake pathway, by the project to the target institution*’. The dissemination strategy is about the process of spreading information through a range of channels and different media. It is a sub-set of a communications strategy.

A full glossary of terms is given in annex A.

1.2 Why do you need to plan communications activities in a project?

There is increasing evidence to support the need for agricultural research to be more proactive in disseminating its products. Often we hear cases of ‘there are many technologies left on the shelf’, which are not reaching end-users. Researchers therefore, have a responsibility to ensure that end-users are aware of these products, that the products are available and that there is an outlet, or intermediary (an uptake pathway), identified to multiply, re-package and distribute the information or technology.

Project teams also have a responsibility for

- responding to demand for information from intermediate and end-users
- monitoring and evaluating activities to enhance uptake and adoption of research products
- facilitating a dialogue from end-users back to research and vice versa for lesson learning for future research (projects)

Demand for a product will then be seen when people start using a technology, adapting it to their own context and finally adopting a technology.

Communication provides the link between supply and demand and should be a two-way participatory process. People need to be informed about new information, changing practices, new policy, new laws, etc., but they also need to be involved in the process of developing information. This is particularly important in the agricultural research process where technologies and information is context and person specific.

1.3 What are ‘communication’ and ‘dissemination’ activities?

Communication is an active and dynamic process where information is transferred between two or more points. People then make use of this information in the way they choose; it may be to enhance their knowledge, or to change their attitudes and practises.

Dissemination, in the context of these guidelines, is about spreading, or passing research outputs (e.g. a technology, methodology, process, etc.) to uptake pathways.

1.4 Who should undertake communications and dissemination activities?

Ideally every ATFs supported project should assign a role to one team member to manage and plan all communication activities throughout the project. It is more

important that this person has an interest in communication and dissemination, rather than being an expert.

During the course of a project many skilled communication practitioners may have to be brought into the project (e.g.. PRA/PLA facilitators, trainers, video-makers, graphic designers, radio/TV broadcasters, theatre practitioners, illustrators, musicians, writers, including script-writers, copy-writers, journalists, playwrights). Ideally they should be brought in as early as possible and have an opportunity to take part in discussions with project staff and stakeholders. In order to avoid some of the problems of working across professional divides, project staff, stakeholders and professionals need to work as a team from the outset.

TOOL 1 ⇨ Using a commissioned media professional

1.5 What are the requirements for good communication?

The design of your project will affect the success of communication activities. Observing the following wider principles will facilitate the success of communication activities:

- project is demand-led
- project is participatory
- project has an understanding of those it wants to communicate with
- project has a strong and active working relationship with collaborators
- collaborators have dissemination capacity of their own
- collaborators have a good track record of two-way communication with intermediate/end users
- collaborators have access to, and use, effective promotion pathways

1.6 How should you develop a strategy?

A communication strategy is more than straightforward dissemination or message delivery. It is a two way, multi-directional process involving a range of stakeholders and their needs. It should take communities into account as generators, transformers and users of information, in developing skills and education, both for their own benefit and for working with outside agencies which can facilitate their moves towards change.

A communication strategy should be put in place at the **design stage** of the project and should focus on:

Participatory activities to identify:

- The research project output(s)
- Stakeholders and target groups
- Communication objectives and indicators for evaluation
- The needs of target groups
- Communication context of stakeholders

Participatory methods for:

- Developing communication products and activities
- Pre-testing of media products and communication activities
- Monitoring and evaluation of communication products and activities
- Monitoring and evaluation the communication strategy

When developing a communication strategy, the following questions are key:

- What is the subject matter we are communicating (messages/issues/topics)?
- Who are our audiences?
- What information does our audience need?
- What information do we need from our audience?
- From whom do we need input?
- What are the objectives of the communication strategy?
- Why communicate?
- What are we trying to achieve by communicating?
- How should we communicate in order to best achieve our objectives?
- How do we get feedback?
- When should we communicate?
- Who should do the communicating?

1.7 Budgeting for communication

Budgeting for a communication strategy and for the effective dissemination of specific research outputs at the start of the research process is notoriously difficult. As a guide the COARD project recommends that a minimum of 10% of the project budget is assigned to dissemination activities in the concept note.

When developing the full project proposal, the project team should start planning a communications strategy and therefore have a more reasonable estimate of expenditure on communications activities.

It should be possible for communication strategy activities (PRAs, needs assessments, assessing communication contexts etc.) to be built into the research process, thus helping to keep costs down. The cost of hiring professional staff and developing actual media must be taken into account.

1.8 Steps to be taken when creating a Communication Strategy

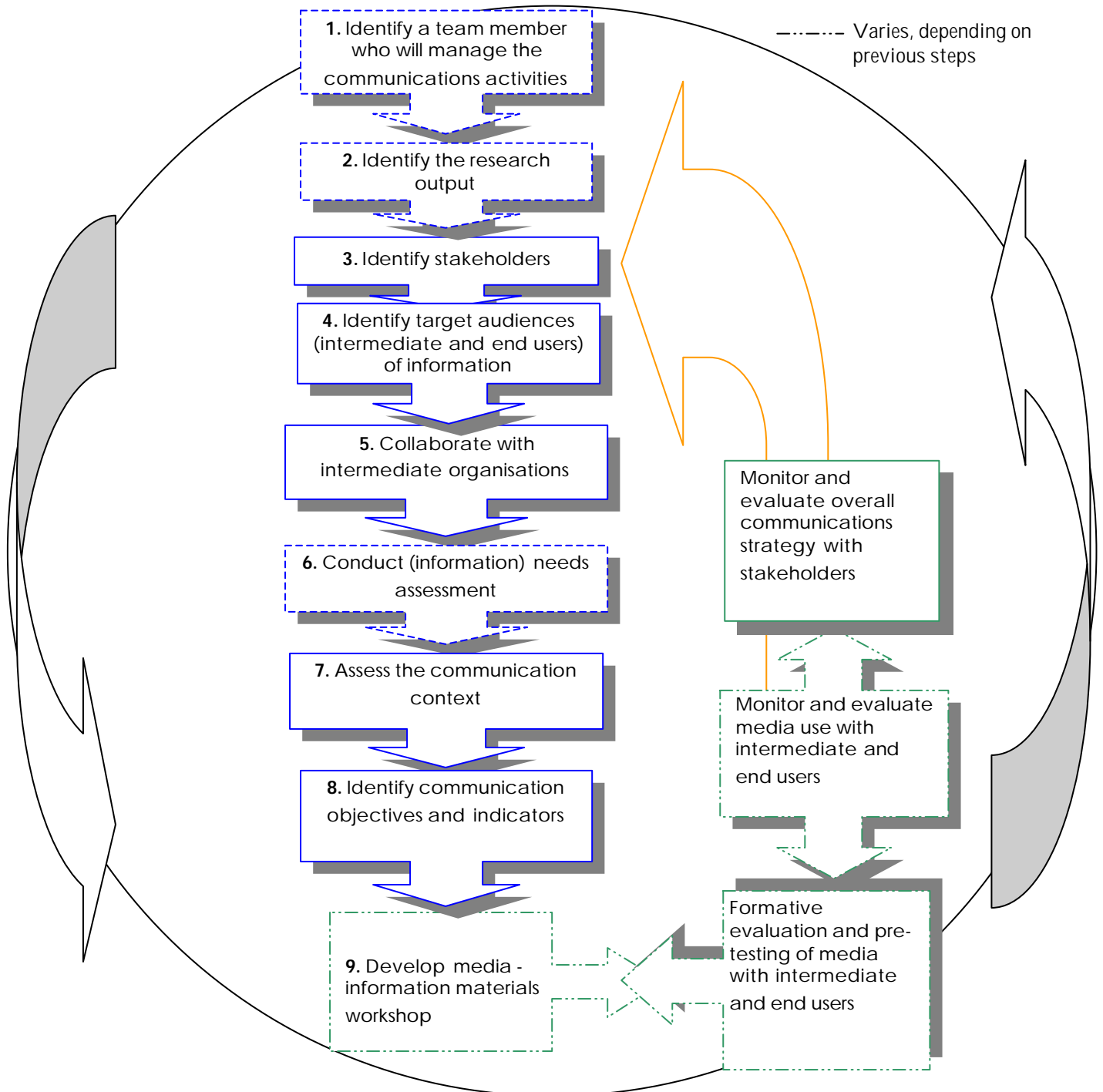
Figure 1 illustrates steps to be taken when developing a communication strategy. A good number of the activities will already be being undertaken as part of the research project. For example, you should be continually assessing the anticipated research output; you should have a clear idea of the characteristics and strengths of your collaborators; very probably, you will carry out your own needs assessment with intended project beneficiaries.

Much of what follows is easily integrated into existing project activities, for little extra cost, and can be undertaken by any capable individual working on the research project, who has an interest in communicating with the target audience. While these steps are roughly chronological, they need to be revisited again and again during the life of the research project, thus ensuring that communication is a cyclical, iterative process.

TOOL 2 ⇒ An outline for planning a communications strategy

Figure 1: steps in a communications strategy

- Conduct during early stages
- Conduct at start and throughout strategy
- - - - - Varies, depending on previous steps



The following gives detail on what should be done at each stage.

① Identify a 'driver'

Who is going to be responsible for managing or pushing forward communications activities? Is there someone in the team interested in this role?

② Identification of the anticipated or actual research output

All ATFs supported projects have defined their outputs in the project proposal and concept note. The participatory research process means that the actual outputs may change as the research progresses and therefore dissemination activities may also change. It is important that monitoring processes are also put in place at the start of the project so that outputs are refined as the research process develops and in collaboration with users of research.

③ Identification and participation of stakeholders

Stakeholder analysis is recommended at the start of a research process to identify the interests and roles of stakeholders in relation to the problems that the research project aims to address.

In the context of a communication strategy, it should identify all those with whom the project needs or wants to communicate, as well as all those who want to communicate with the project. Stakeholder analysis will also identify and involve those who will facilitate communication and dissemination, carry it on during the project and once the research is over. Stakeholder analysis is recommended as a component part of all research project activities.

Some ATFs supported projects may be follow-on projects, so it is worth looking at who the main stakeholders within the research process have been and what has been their role; not just with regard to dissemination of the research output, but also with regard to their participation in the research process. Such an assessment will help determine:

- What has already be done in the form of communications activities during the research?
- Who has participated?
- What are the gaps in communication activities?
- With whom findings should be communicated?
- Where and when would research findings be most appropriately communicated?

It is important that follow-on projects build on these lessons learnt from previous projects.

④ Identification and understanding of the target audience

Although all stakeholders are potential target audience(s), these guidelines focus on end and intermediate users. Precise identification, and the development of an understanding of these groups with whom information is to be shared is very important.

At the early stages of a research project, an understanding of the target audience may be broad, and will need to be refined as the project develops. It is unlikely that end and intermediate users are homogenous groups. Audiences may have different

communication requirements, depending on age, gender, state of knowledge, location, wealth and so on.

As the research project develops, it may be useful to draw up audience profiles. This need not be an expensive business, but needs an individual to take responsibility for coordinating data. It may also be done in collaboration with the intermediate organisation identified. Basic criteria to consider will include:

Criteria to consider for audience profiles

- Gender
- Age
- Occupation
- Wealth
- Location
- Level of education/literacy
- Livelihood system
- Access to and use of media
- Importance of differing sources of information (word of mouth, radio, press..)

5 Identification of and collaboration with intermediate organisations

All ATFs projects are partnerships between NARO and other service providers (such as NGOs, CBOs, farmer groups, agricultural trader). This collaboration with intermediate organisations is essential for optimising the impact of research.

The intermediaries are often the organisations that provide the vital links in the pathway to the end users. The effectiveness of communication activities is dependent on collaborators' communication capabilities, unless researchers and their institutions take responsibility for all action.

For effective communication strategies, collaborating organisations should be chosen for their communication and dissemination capacity, reach, and track record or their potential capacity and interest to develop effective communication skills. If you do not have this experience within the team you should include in your budget costs for bringing in this expertise.

In Uganda there are a number of organisations who can provide support in communications (detailed list of these organisations is needed, also their level of capacity for different communications activities)

6 Assessing the needs of the target audience

Each project should ideally conduct a needs assessment to find out the target audiences' interest in, knowledge, perceptions of and behaviour, concerning the anticipated or completed research issue.

Tool 3 ⇒ key issues when conducting a needs assessment

Ideally, it should be carried out in the early stages of the research process, in order to

inform researchers of beneficiaries' and other stakeholders' needs, relating to the research output. It will help identify and include major stakeholders in the research to

be undertaken, thus, not only ensuring that the research is meeting clients' needs, but also improving the communication process, by involvement and participation of stakeholders.

Not only does a needs assessment help ensure that the "message" being communicated is appropriate; it will also give baseline data, against which to monitor the effectiveness of the communication strategy (be it an information campaign or a participatory learning process) at a later stage.

Development, validation and promotion of appropriate extension messages and dissemination pathways - Kenya

This research project aims to research the effectiveness of comic-booklets and their distribution pathways, in delivering livestock-related information (already researched) to rural populations in the highlands of Kenya. At the start of the project a needs assessment study was carried out, in order to establish the livestock information needs of poor rural communities in a densely populated, agriculturally high potential area of Eastern Province, Kenya. Through a series of focus group discussions with both men and women farmers, livestock information needs were identified as follows:

- Bees: How to attract and retain a swarm in areas where flower numbers are declining
- Poultry: How to exploit local cures and indigenous preventative medicine/management for local and improved birds
- Goats: Upgrading strategies for local goats so as to improve milk yield for human consumption
- Pigs: Alternative feeds (ie: not commercial feeds) for improving sow performance

7 Assessing the communication context

An assessment of the communication context will not only tell us about the target audience's access to and use of media, but will also reveal coverage and reach of different types of media. Again, it can be undertaken by the individual on the research team who is responsible for communications and/or in collaboration with the intermediate organisation identified.

Tool 4 ⇒ Assessing the communications context

An assessment of the communication context can provide baseline information with which to compare ratings before and after the dissemination phase; for example, how many people used to listen to a time segment on a given radio station? How many now listen to the same time segment which contains the research findings? While this will not show the impact of the programme, it will reveal its popularity. It will point to the most appropriate means of communicating with the target audience (time, language, treatment...). It can enable the means of communication to become participatory. eg: can include audiences' comments and feedback in the programme/article/. It will reveal different sub-sections within target audience who have differing access to information sources (eg: women, men, children, poor...) and will help define most appropriate communication strategy accordingly.

Refer to the Agricultural Information Scoping Study for detailed information on conducting a communication context assessment and to annex x (summary of Teso & Lango communication context)

8 Identification of communication objective and indicators

One of the most critical factors in effective communication is understanding what you want to achieve through communicating. What is the desired change that you hope to bring about? Is it raising awareness on a given topic, is it to change attitude towards a certain issue or is it to alter people's behaviour in a given way?

For example is it to:

- raise awareness about a certain topic (e.g. importance of vaccinating chickens against Newcastle disease)
- change attitudes (e.g practice row cropping rather than broadcast)
- change behaviour (e.g. wear protective clothing when spraying)
- give or receive information
- make, maintain or develop relationships
- achieve a goal
- reach decisions
- gain commercial benefit/advertise
- educate, to provide information that enhances knowledge
- share experience
- acquire new skills

Depending on your objectives, you will select different media for communicating, as there are many advantages and disadvantages to different media.

For example, radio is good at raising awareness on certain issues and for changing people's attitudes (see for example, the use of radio in Uganda for health campaigns such as polio vaccination). It is not so effective at communicating detailed technical information (e.g. on how to adjust a weeder or plough to suit different soil conditions).

Participatory workshops, on the other hand, (if run well), provide a good forum for sharing experiences, findings and building up team-work or for learning how to carry out a practice. Posters may be effective at publicising an event or delivering a slogan but will not alone, go far in changing behaviour.

For each communication objective (or output) you need to develop indicators to monitor progress (whether or not the activity was carried out e.g. number of radio programmes aired) and outputs (an indicator to measure what was produced, or resulted from the activity e.g. number of farmers listening to the programme)

9 Developing media and choosing appropriate communication vehicles

A key stage in the communications strategy will be the development of appropriate media products and communication activities and promoting these along pathways to meet the defined communication objective.

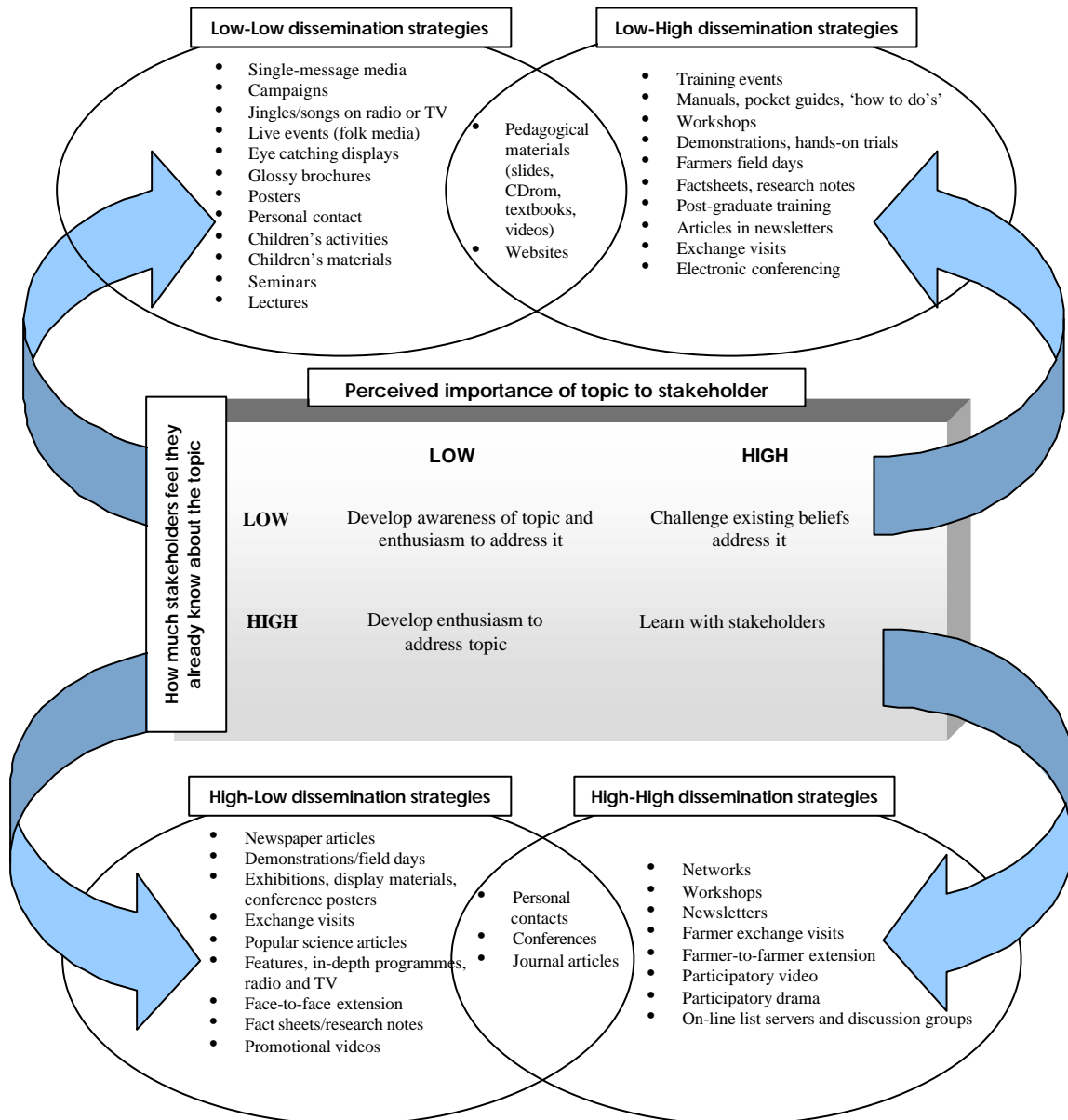
Figure 2 shows which communication products and activities may be appropriate for an audience, depending on their attitude to, and knowledge of, the topic in question.

For example, if the target audience knows little about a topic, but still thinks that it is important (e.g.. if it is important for their livelihood), then the main communication objective may well be to challenge their existing beliefs and to inform them more about the topic (see box at top right). In this case manuals, training events, workshops, demonstrations etc. may be appropriate, depending on what is known about that target audience's communication context. The diagram is not intended to be prescriptive; rather, an illustration of possible options from which project implementers will choose, depending on the context.

The concern here is with the audience's own perception of their level of knowledge and interest in a topic. Whether or not farmers know the real cause of this or that crop disease is irrelevant, because if they believe they know it, they will not be interested in being taught otherwise. In this case an approach which is based on working with farmers, to address the problem as they see it, will probably work better.

Ideally, the aim is to move people from a position of low interest and little knowledge to a position of high interest and high knowledge (top left to bottom right). It is at this point that action may follow. Nevertheless, behaviour change is not guaranteed, it is only more likely. There may be any number of factors blocking action, for example financial constraints, other competing priorities, outside political factors etc.

Figure 2: characteristics of the target audience and relevant dissemination strategies



1.8.1 Choosing appropriate media

Understanding who the target audience(s) are, where they stand in terms of knowledge of, and interest in the research output and what media they are used to, as well as clarifying the reason for communicating with them, will all help in choosing the appropriate media for them. Figure 2 gives pointers but it is by no means exhaustive or prescriptive.

In most cases a combination of different media works best. A radio campaign can have a greater impact if it is linked with visual media, such as posters, featuring the same characters as those appearing on the radio. Workshops are more effective if they are backed up with striking displays or posters, concise handouts and a good workshop report.

Obviously some media lend themselves to a wider range of applications than others. For example, workshops can be adapted for a number of target audiences: from university professors to NARs, scientists to goat-herders; and for a wide range of purposes: training, academic exchange, technical demonstrations, eliciting funds, brainstorming, policy-making etc. Other media, such as web-sites have a more limited audience (they preclude most end-users) and can fulfill only a narrow range of functions (e.g. publicity, research exchange, introductory/general information).

Time and money are also important factors to be taken into account when choosing what to do. In the second volume of these guidelines the advantages and disadvantages of different media, a checklist to use when considering different communication products, indicative costs and the time taken to develop communication technologies are given.

Forestry Song about Gliricidia trees

In South India a project on Gliricidia has commissioned a local NGO (BAIF) to produce songs and dramas to promote useful exotic tree species. BAIF has been successfully building on a well-established local tradition of live drama and song for some time. It costs the project about \$150 (US) to organise and pay the village youth to sing these songs accompanied by their traditional musical instruments.

This extract from a song about Gliricidia is sung during live performances during farmer field days. It was originally written in the Kannada and Marathi languages:

‘Grow Gliricidia, to meet your needs
Use the cuttings or wholesome seeds
Here’s a green friend from the west
Among the trees, it’s one of the best’
Source: Mahajan and Hugar (BAIF), India

1.8.2 Pre-testing the communication media

Pre-testing is undertaken during the development stages of media production. It involves key stakeholders in the process and provides feedback so that materials being developed can be changed before final production. Pre-testing specific parts of the material (e.g. illustrations, text), separate from the whole, is an important part of any pre-test to ensure that treatment and content are acceptable, comprehensible, useful, relevant, interesting, fit for their purpose and to identify and solve early production and distribution problems.

To pre-test you can design a very short open-ended questionnaire. The type of questions you ask depends on the message you are trying to get across with the media. Pre-testing should be conducted with representatives of the target audience, using focus groups, one to one interviews, and observation of use. Pre-testing should be carried out by someone who: (i) has skills in these areas; (ii) can record the data accurately; (iii) who knows the audience’s culture and language and, (iv) is familiar with the process of media production. It will also be necessary to have someone to analyse the data and feed it back to the relevant people quickly.

Tool 5: pre-testing media checklist and formats

1.8.3 Testing the usability of media

The ultimate test of information is whether it is used. Pre-testing sections of material (illustrations, text) for comprehension and acceptability is the first step. However, comprehension and acceptability of language, illustrations, symbols etc. will not

ensure that material will be used. The form and content of the information must be usable, useful, appropriate to the audience, the task and situation in which it will be used, and complete. Some people advocate asking prospective users what they like and dislike about materials, but preference determined in this way won't mean that material is usable in the real situation.

Usability essentially means that something should be fit for its purpose, it's not a difficult concept, but it does mean thinking through the details and it does mean looking at materials in use where they will be used and by those who will use them.

The concept has several dimensions:

At the level of usability for action **completeness of information** is important. As is organisation of information for ease of reference, understanding how tasks are carried out, in what order things are done and what is needed etc.

At the practical level of use you need to find out **where something will be used**. For example, if you prepare a video for use in a village 20 km from the nearest power supply, you may need to re-think your media choice.

Size of material, size of print etc will all affect usability in different situations (if you are constantly working in the gloom large print and good levels of contrast are essential). To assess usability you need to see things in use, if possible in a natural setting, but if not then in a good simulation. Usability goes beyond comprehension, although that is part of it. The danger with thinking that usability is linked only to comprehension is that people are tempted to pretest parts rather than the whole of something. You may understand individual parts of a text and illustrations, but if the information is incomplete and if the material cannot be used in the location where you need to use it, then pre-testing of parts does not help ensure that the material is used as well as understood. For example, a woman's group was given instruction leaflets on how to dye material. The leaflets fell apart in the trainees' hands because no one had thought about where they would be used – the trainees had wet hands because they were dipping their hands in and out of dye baths.

Testing for usability is done with the completed material (the almost complete version, before final production) with representatives of the target user group or groups. It involves them carrying out tasks based on the material. The tasks should ensure that all parts of the material are used either by each person, or across a range of tasks carried out by different people. During this they are observed and any problems they have noted for discussion after the task is finished, or when the person can go no further with the task. You do not need to do this with large numbers of people. As few as six or eight would be enough provided they are truly representative of the target group.

(Dr P Norrish, personal communication)

Pictorial Extension Manuals for Women Farmers in West Africa

Working with women farmers in the Gambia, Rose Clarkson of the Edinburgh Centre for Tropical Forests, has developed a method to enable local field staff to create visual agroforestry materials using only pictures. This pictorial approach avoids problems with local languages and dialects. Two manuals have been produced: one is a guide to tree management, the other gives information on producing the pictorial extension materials themselves.

250 copies of each manual were produced and disseminated for pilot testing. Reproduction was done by photocopy and cost approx. \$6 per copy (45 pages, black and white, spiral bound). Distribution was free of charge to organisations in The Gambia and other routes of dissemination included individuals or organisations responding to articles, posters and flyers about the project. The manuals were tested during a 9 month field trial.

Source: R. Clarkson, pers. comm., Edinburgh Centre for Tropical Forests in Norrish et al. 2001.

1.9 Monitoring and evaluating the effectiveness of the communication vehicle or activity

It is notoriously difficult to judge the impact of communication. Isolating the causes of a change in knowledge, attitude or practice is difficult and can lead to false claims. However, there are things that can be done, particularly if baseline data has been collected at the start of a project, as part of the needs assessment exercise, as well as part of the communication context assessment. This will enable the development of qualitative indicators of success with different audience groups. If numerical data is required to show that a communication initiative has had impact, then it is necessary to identify numerical indicators against which impact will be measured, at the start of the project. All indicators should be recorded in the log-frame as they are developed throughout the project (this will mean revising the log-frame from time to time).

When considering WHAT to monitor and what to evaluate, it is useful to distinguish between the different kinds of results (information and technologies) generated from the research - the outputs, processes, outcomes, impact and reach - and develop communications indicators according to these different results. These can be briefly defined as follows:

- **Outputs** describe the concrete and tangible products of the research, as well as the occurrence of the research activities themselves.
- **Processes** describe the methods and approaches used for the research.
- **Outcomes** describe the changes which occur within the community or with the researchers which can be attributed, at least in part, to the research process and outputs.
- **Impact** describes overall changes which occur in the community, to which the research project is one of many contributing factors.
- **Reach** describes who is influenced by the research and who acts because of this influence.

(source: McAllister, K. R. Vernooy. 1999. Action and reflection: A guide for monitoring and evaluating participatory research. Canada: IDRC).

One way of monitoring the demand for a communication initiative is to track its progress. For example, if assessing the popularity of a radio programme containing research findings, it is possible to track the listening figures for the programme, if monitoring the demand for a training manual it should be easy to track its distribution; how many copies, to whom. This assumes that systems are already in place to do this.

Eliciting audience feedback should form an integral part of the monitoring process to improve future communication efforts. For example:

- How useful was a workshop to participants?
- What action came out from the workshop?
- Did peoples awareness of a topic increase after a radio programme?

Monitoring can be carried out through a wide variety of means: focus group discussions, questionnaires, listening/viewing panels, diaries, audience ratings, interviews, regular consultation with stakeholders; the more ways you can use to research this the better.

TOOL 6: format for monitoring dissemination activities

2 The use of different communications media

This section is extracted, with some amendments, from:

Norrish, P., Lloyd Morgan, K. and Myers, M. 2001. Improved communication strategies for renewable natural resource research outputs. Annex: Practical aspects of communication media use. *Socio-economic Methodologies for Natural Resources Research. Best Practice Guidelines*. Chatham, UK. Natural Resources Institute.

This section provides some guidance on the types of media useful for communicating the results of natural resources research projects. For each media type there is:

1. A checklist to guide you on how to use the media and some criteria to follow
2. Advantages and disadvantages to the media type to guide you on when and where the media type is best used.

At the end of this section is a list of useful references and websites for more detailed information.

2.1 Face To Face Events

Generally speaking, there is nothing to beat face-to-face events, which include workshops, training, farmer field days and participatory rural appraisals (PRAs). Good meetings, particularly in the case of workshops, where some sort of commonly agreed output is intended, need skilled facilitation.

Checklist for workshops, training and PRAs

1. The aims and the expected output are clear
2. an appropriate language is used
3. All participants are treated as equal partners
4. Skilled and neutral facilitators are used
5. The timetable is not overloaded with formal presentations
6. Proceedings are made available to all participants and other potential users
7. Contact numbers and addresses are recorded and circulated
8. Participants are not too diverse
9. There is plenty of time for discussion and for making contacts
10. You provide conducive surroundings and appropriate refreshments
11. Consider good handouts/support materials
12. You record numbers and types of people attending for reporting purposes

Advantages

- ✓ Workshops can elicit genuine participation by intermediate and end users
- ✓ Immediate feedback on an idea can be obtained
- ✓ They can establish good working relations
- ✓ They are good for professional networking
- ✓ They are good for disseminating/demonstrating a tangible technique or technology
- ✓ They can be quoted as a project output

Disadvantages

- × Workshops can be expensive particularly if airfares are involved
- × They are difficult to evaluate
- × Participatory workshops may be intimidating to novices
- × Workshops can sometimes be seen as just lip service to donor requirements.

2.2 Folk And Live Media

Folk/live media includes drama, forum theatre, role play, music, puppets, mime, dance and story-telling. It is a form of communication that has existed in many cultures for years and before the arrival of mass media. This form of media has many uses from conveying a message, enabling people to explore and analyse their own situations.

Checklist when considering using live drama/song/puppets etc

1. Who is your target audience?
2. What type of folk media are they used to, if any?
3. Have you got access to local theatre/dance/puppetry practitioners, facilitators (folk media, by definition, cannot be done by outsiders)?

Advantages	Disadvantages
✓ Live drama, dance, and music draws a crowd	× It can be seen as too childish - particularly puppets
✓ It can elicit a high degree of community awareness	× It can easily become top-down and paternalistic
✓ It can reach large numbers of people (at community level)	× It is difficult/impossible to adapt beyond immediate context
✓ It can have greater credibility than mass media	× It is rarely suitable for imparting skills/techniques/technical information
✓ It is often relatively cheap	× It is difficult to evaluate
✓ It can be very memorable	× The entertainment may distract from the message
✓ It can create much local goodwill	× Participatory drama is difficult to document by conventional means
✓ It is particularly good for involving children and youth	× It can cause offence if used insensitively.
✓ It is good for communicating non-technical messages (e.g. behaviour change)	× It may be tricky to justify to donors
✓ It is an option if audience is non-literate	× It can sometimes be chaotic
✓ It can be good for exploring politically or culturally sensitive topics	
✓ Role plays or skits can be used as an icebreaker at workshops	
✓ It can serve as a tool for diagnosing communities' problems	

2.3 Printed Materials

Print is a versatile medium and covers a wide range of products (handbooks, booklets, leaflets, newsletters, posters, etc.). Print materials can be used in a number of different ways. They can be used in their own right, or as support for other kinds of media in campaigns and in training situations. They can be something with a short life, to be read and thrown away, or they can be a permanent record to be used and re-used. They can be designed for individual use (a pocket book) or for use with groups (teaching charts) or crowds (posters).

General checklist for print materials

Who is your target audience?

What printed matter are they used to?

What sort of look will they expect? (e.g. glossy/commercial/basic photocopy/newspaper style/academic style etc.?)

How literate are they in relation to text, photos, cartoons, pictures, diagrams, graphs, maps?

Do you have time and money to research the above?

Can you employ local writers/illustrators if necessary?

In what context do you expect your printed matter to be used e.g. field, classroom, at home, at conferences etc.?

Can you develop the materials WITH your audience, testing, acceptability of format, graphics and text at every stage?

Have you considered printing costs (normally cheaper in developing countries)?

Will users be able to get copies of/duplicate your product easily and cheaply?

Advantages

- ✓ There is a wide variety of different production processes, allowing the choice of the most appropriate for any given situation and other advantages:
- ✓ A wide range of possible formats (hand-outs, workbooks, posters etc.)
- ✓ The use of different materials (paper, cloth, plastic etc.)
- ✓ Printed material can be produced to any level of sophistication and finish and suited to any audience.
- ✓ No special rooms or facilities are needed to use printed materials.
- ✓ People can use printed materials in their own homes, read at their own pace, and re-read as often as they want.

Disadvantages

- × Printed materials may be fragile and susceptible to wear and tear
- × They can be difficult to store as it may come in all shapes and sizes
- × Distribution may be difficult
- × Long term storage may be difficult due to bulk and susceptibility to heat, damp, etc.
- × With largely non-literate audiences special care must be taken to create usable material.
- × Printed materials can be viewed as impersonal and thus easily ignored.

2.3.1 Types of printed materials

Print is the most commonly used medium for dissemination and so there are many types of printed materials. The table below gives some definitions on the main forms of print medium; however, many terms are often used interchangeably. Manuals, newsletters produced within a project and posters are described in more detail later in this section.

Printed material	Description
Flyer	Usually a single, one-sided sheet of paper containing a simple message. For example, you may produce a flyer to raise awareness about a new seed variety to hand out at a market day
Leaflet	A leaflet is similar to a flyer, but may be a little longer (2 sides rather than one). People often produce leaflets to provide general information about a project
Brochure or Booklet	A brochure or booklet is a longer version of a leaflet, but much shorter than a book. It contains more detail than a leaflet. For example, you may produce a brochure or a booklet about characteristics of different varieties of groundnut.
Newsletter	Can be any size, shape and form and can contain text and pictures. Usually to inform people about events, key findings, updates on what is happening in the project
Handbook or Manual	Manuals are usually instruction books on 'how to do' something. They may contain step-by-step instructions for carrying out an activity. For example you may produce a manual on how to adjust a weeder.
Poster	A single page containing a few words and usually a graphic. They transmit a short, single message (e.g. 'vaccinate your chickens')

2.3.2 Printed materials: 'How to manuals'

A manual is normally a printed book that contains instructions (in text and/or with pictures) on how to do something.

Advantages	Disadvantages
✓ Manuals and booklets can be continually referred to (unlike one-offs like a video or a classroom lesson)	× A manual or booklet will always be second-best to seeing/doing/working with the real thing
✓ They have a long shelf-life	× Manuals and booklets can be tricky to target appropriately
✓ They can obviate the need for training courses	× They can be expensive to produce
✓ They can be highly treasured by recipients	× Their production can eat up a lot of staff time
✓ They can reach non-literate audiences with good visuals	× Training in their use may be needed

2.3.3 Printed materials: Newsletters

Newsletters can be hand produced, typed, or a mixture of both. Most projects will probably have their newsletters designed and produced using basic word processing software, or a DTP system, and a photocopier.

Checklist for producing own newsletter:

- Do you have someone trained in the use of DTP software?
- Do you have someone trained in basic design skills?
- Is there support for software and hardware?
- Do you have a reproduction system available?
- Do you have a budget for staff-time to maintain mailing list and for postage?

The disadvantages of only disseminating via international journals are well documented. Local in-country journals or local newsletters may be a better way to reach intermediate users. However, there are both advantages and disadvantages to publishing your own project or network newsletter.

Advantages	Disadvantages
✓ Newsletters are good for reaching intermediate users such as extension agents	× Specialist newsletters may reach only a small audience
✓ They can foster lively debate and exchange	× They may be too sophisticated for end-users (e.g. non-literates)
✓ They can foster goodwill towards the project	× They may be regarded as insufficiently rigorous by some scientists
✓ Simple formats are cheap to produce	× They can fall into the trap of targeting too many different groups
✓ They can encourage cohesion between co-workers	
✓ They provide an incentive for scientists to write-up project experience quickly	
✓ They help attract and retain membership of a network	
✓ They can attract a wide range of readers	
✓ They are easy to photocopy and pass around	
✓ They can be easily adapted for internet publication, thus reaching more readers	

2.3.4 Printer materials: Posters

Posters should be large enough to attract attention and be seen and read from a distance. They should be based on a single idea expressed in a brief slogan (some recommend a maximum of 7 words) and clear, culturally appropriate images - meaning should be self evident. They can best be used for creating awareness or promoting action (they may persuade, warn, forbid etc.) as part of a campaign advertising an event or product.

Advantages of posters	Disadvantages of posters
✓ Posters are good for giving simple, straightforward information	× They are not suitable on their own for teaching or explaining
✓ They are good for reminding people of what has been taught	× they do not have lasting impact, once people have got used to seeing a poster they stop noticing its contents.

2.4 Radio

The reduced cost of buying and maintaining a radio and the increasing number of local and community radio stations means that it is now the most widespread of the mass media. Radio can be used for a variety of purposes to:

- Raise general awareness/entertain/inform
- Teach/train/encourage behaviour change
- Generate a discussion about a particular development issue
- Warn or mobilise quickly
- Persuade and encourage consumer uptake: radio can broadcast 'social marketing' advertisements
- Foster community development

Checklist for radio

Does a large proportion of your intended audience have access to and listen to radio/TV? (World Health Organisation recommends at least 30-40% of target audience).

Do they trust/like the channel you propose to use?

Are you confident of reaching your desired audience? (i.e. can you control or specify schedules; language or dialect; appropriate formats to attract and maximise listener numbers)?

Do you have time and money to pre-test your programmes on a (small) sample of your listeners?

Can you afford to buy air-time? (very few stations will give it free)

If not, can you attract commercial sponsorship?

If considering radio does your information/message lend itself to an ephemeral, non-visual medium?

Can you fulfil the entertainment expectations of your radio audience?

Can your information/message be simplified for a non-specialist audience?

Can you combine broadcast media with other media such as posters, newsletters, or text-books to maximise impact?

Do you have (access to) staff who are creative enough to translate your information into simple, memorable, imaginative and engaging programmes?

Are you confident that you can respond to the new demands/queries generated by your radio programmes?

Have you got time and money to monitor and evaluate your radio programmes?

Radio – advantages and disadvantages

Advantages	Disadvantages
✓ Radio reaches a very large audience	× Radio is ephemeral
✓ It can convey news or messages very quickly	× It is less memorable than visual media such as TV
✓ It can be particularly effective in rural areas and non-literate cultures	× It can become background noise
✓ It can also be effective for influencing decision-makers and local government	× It is not suitable for imparting technical skills
✓ It is a relatively simple and ubiquitous technology	× It normally requires human backup
✓ Radio programmes are relatively cheap to produce and cost-effective to broadcast	× It requires electricity/batteries (in most cases)
✓ Radio stations - of a community kind - are relatively cheap to set up	× Bad reception can put listeners off
✓ Radio can attract a very loyal audience	× It requires skilled and experienced broadcasters/script-writers/producers
✓ It can be listened-to almost anywhere	× It requires constant financial input
✓ It encourages social gatherings and can promote discussion	× It can be difficult to maintain editorial control
✓ It can be interactive	× It tends to reach more male listeners than women and children
✓ It stimulates the imagination	× Radio may not always be trusted
✓ It carries authority	
✓ It is portable	
✓ It does not require mains electricity	

2.5 On-Line Delivery Systems

This section cover three relatively distinct uses of the Internet: conferencing and newsgroups; publicity and promotion; and use of the World Wide Web (WWW).

Conferencing and news groups (attending a virtual meeting)

Advantages	Disadvantages
✓ Internet conferences are cheaper to attend than live conferences	× On-line conferences may not be quality controlled
✓ less time-consuming than travelling overseas	× No substitute for face-to-face contact (and less fun)
✓ More publicly accessible	× Perceived as time-consuming
✓ Can allow researchers to trial ideas	× Requires all participants to have up-to-date software
✓ Can promote distance education	× May be more popular among students than real professionals

Publicity and promotion:

Checklist for on-line delivery systems
Do most of your regular/potential correspondents have fast and inexpensive internet access to e-mail ?
Have you/your organisation got the capacity to respond to the potential increase in correspondence/interest?
Do most of your regular/potential correspondents have fast and inexpensive internet access to the WWW?
Are there several well known names and sites that you could make a link from from DFID's website, your University or Research Institute?
Has your speculum got an obvious and unambiguous name which will enable access through a search engine?
Have you got in-house technical expertise to maintain the web-site?
Can you afford to buy-in expertise?

The World Wide Net

Telecommunications systems are expanding very quickly in Uganda and access to the web is now available through a number of service providers (e.g. infocom, africaonline, utl) and through a number of telephone networks (e.g. Uganda telecoms, mtn, celtel). Establishing a website is still costly, but NARO is in the processes of developing its own website and this is an excellent opportunity for reaching a wider audience.

Advantages	Disadvantages
✓ Websites are effective in reaching a public/policy audience (e.g. developed country audiences)	× Websites are inaccessible to most end-users of natural resources research
✓ They can be cost-effective in terms of numbers reached	× You do not know exactly who you are reaching
✓ Can help establish dialogue by providing contact e-mails and addresses	× Updating and technical maintenance can be expensive
✓ They can encourage professional networking	× Frilly websites are off-putting and slow to download
✓ They can expand the reach of published newsletters	× There is a fear of unwanted or offensive correspondence (although most fears are unfounded)

2.6 Video

Video technology can be used for four basic purposes in development work. It can be used to make standard documentary or promotional features, produced in a development context and also for playback of pre-recorded tapes as part of an educational, training or development process. It can be used to gather information, to make and store records, and to monitor and evaluate activities, and finally as a participatory tool for group development in which video is used to bring people together, stimulate discussion and expression and develop communication within and between groups. (Shaw and Robinson (1997))

Checklist for video

If you cannot have local access to equipment can you afford the relatively high initial investment?

Have you got access to scripting, camera and editing skills?

Are you sure your intended audiences will not be more than 50 per showing?

Is your chosen film format compatible with your target country's system?

Can you supplement your video with human back-up to answer questions/guide discussion?

Advantages	Disadvantages
✓ Ease of operation: only a few weeks is necessary for anyone to learn to manipulate editing equipment and just a few hours to use a camera	× Spare parts and skills to maintain equipment may not be readily available.
✓ Video can help overcome literacy barriers	× A stable electricity supply is necessary for showing videos
✓ Anything recorded can be played back immediately without the need for processing	× Although it is easy to learn to use modern video equipment high levels of skills will be needed to make videos which are usable beyond the immediate group, particularly if they are to be used for training, reporting or promotion.
✓ Can compress time (e.g. yearly life cycle of plants can be shown in a few minutes)	× Although the costs of equipment are coming down all the time video is still expensive when compared to folk media for example.
✓ Can bring other realities (showing how something has been done in another community)	× Many communities don't have playback facilities and the advantages of immediacy and being able to see things many times are lost
✓ Video equipment is relatively easily transportable	× Skilled facilitators may be needed if good discussion is to come from video viewing.
✓ Tapes are easily copied	× Too easy to record everything resulting in 'dead' tapes that no one looks at or the need for very extensive and therefore expensive editing.
✓ Cameras can be run on batteries so electricity is not a problem	
✓ Good for promoting discussion	
✓ Good for recording	

Video expertise and equipment can usually be bought in locally, but some projects might want to provide equipment to collaborators or intermediaries as part of capacity building, or have video as part of their project communication equipment.

However, skills are needed in correct use of the equipment and techniques. If money is going to be invested in making a video then it is worth hiring in a professional.

Digital system

Digital technology now allows video to remain in a format which is more flexible and does not degrade. Digital cameras are light-weight and will give a better quality picture than ordinary camcorders. The editing process - once learned - is much quicker. However, costs are higher and repairing and maintaining the equipment in developing countries is a problem.

Tool 1: Using a media professional

The following checklist outlines will help keep control of the issues we wish to communicate, whilst getting the most out of the media professionals who have been commissioned and should facilitate working as a team:

- Make sure you know who your target audience is and what you hope they will learn, think or do, as a result of your communication product (if you do not know this, the media professional definitely won't).
- Give the media professional a short written brief (one side of A4 at most) outlining the above, keeping it simple and avoiding scientific jargon.
- Try to anticipate the questions he/she will ask (e.g. budget, timescale, quality of materials to be used (weight of paper; number of print colours; quality of videotape etc.)
- Establish a written contract
- Invite him/her to meet relevant staff and visit the field/laboratory/factory where the research is taking place
- Keep in regular touch with media professional and target audience as the product develops and insist on reviewing the draft product during its development
- Work with him/her on pre-testing the product on a small sub-section of the target audience
- Consult and work with her/him on distribution
- Work with him/her on monitoring and assessing impact.

Tool 2: Planning a communication strategy

What needs to be done	How*	Who by	When
Identify the team member responsible for communications activities	Interviews Discussion	project team	at start
Identify the research project output(s)		Project team	at start and throughout
Identify stakeholders and target audiences (intermediate and end users)	Participatory approaches (e.g.PRA/RAAKS, refs.2,5,6) Stakeholder analysis (refs. 3,4) Focus group discussions (ref 1)	Project team PRA experts Social researchers	at start and throughout
Collaborate with intermediate organisations	Workshops(refs.5,6) Discussions	Project team Communication expert	at start and throughout
Conduct communication context assessment	Secondary sources(e.g. statistical surveys) Focus group discussions (ref 1) Social Surveys (ref. 7) Participatory approaches (e.g.PRA/RAAKS, Refs.2,5,6)	Marketing expert Project team PRA experts Social researchers Communication expert	early stages of project
Conduct Needs Assessment	Participatory approaches (e.g.PRA/RAAKS, Refs.2,5,6) Focus group discussions (ref 1) Workshops (refs.5,6)	Project team PRA experts Social researchers Professional workshop facilitators	at start and throughout
Identify communication objectives, and indicators	Workshops (refs.5,6) Target group discussions Participatory approaches (e.g.PRA/RAAKS, Refs. 2,5,6)	Project team Target audience Social researchers Communication experts	at start and throughout
Develop media	Varies depending on what is needed but could involve participatory workshops (writing, picture making, video work) as well as discussions and workshops with professionals	varies depending on what is needed - could involve all or any of: Project team Target audience Communication experts Workshop facilitators Trainers	varies, depending on when above steps have been developed
Formative evaluation and pre-testing of media (needs to address ease of use, fitness for purpose, comprehensibility of text, pictures, symbols etc) with intermediate and end users	Observation of use Formal testing Focus group discussions One-to-one interviews (ref 1,5,6) Workshops (refs.5,6)	Project team Social researchers Communication experts	During media development
Monitor and evaluate media use with intermediate and end users	Observation of use Formal testing Focus group (ref 1) One-to-one interviews (ref 1,5,6) Workshops (refs.5,6) Social surveys (ref.7)	Project team Social researchers Communication experts	Once media have been distributed
Monitor and evaluate overall communication strategy with stakeholders	Focus groups (ref 1) One-to-one interviews One-to-one interviews (ref 1,5,6) Workshops (refs.5,6) Social surveys (ref.7)	Project team Stakeholders Communication experts	throughout project cycle

*In Norrish et al., 2000. *specific references relating to these tools are : Adam, G. and Harford, N., 1998; Engel P. G.H. & M. Salomon, 1995; Grimble 1998; ODA, 1995; Pretty J., et al., 1995; Theis, J. and H. Grady, 1991; Wilkinson J., 1985.*

TOOL 3: key issues when conducting a needs assessment

Broadly speaking, questions relate to the target audiences' knowledge relating to a given topic, their attitude to and interest in it, as well as their behaviour. Without this information, it will be difficult to identify which are the appropriate messages to develop and to deliver.

What does the audience already know about the topic?

Where do they find out about this topic?

What is their current attitude to this topic?

What is their current practice relating to this topic?

What are the constraints they face with regard to this topic?

Who is responsible for this topic, within and beyond the audience's immediate community?

When is the most pressing need for information/action/advice regarding this topic?

In summary, therefore, why conduct a needs assessment?

It will reveal the gaps in the target audiences' knowledge

It will reveal the extent to which an audience knows about an issue, but is not acting on that knowledge

It can provide baseline information, with which to assess effectiveness of intervention (and communication of intervention) at a later stage

If conducted in a participatory way, it will engage the target audience and increase the likelihood of effectiveness of communication

It can reveal reasons why a group may not act on information they already know (eg: taboos, cultural issues...)

TOOL 4: Assessing the communication context

The following need to be addressed in relation to different sub-sections (e.g.: women, men, young, old) within target audiences who may have differing access to information sources :

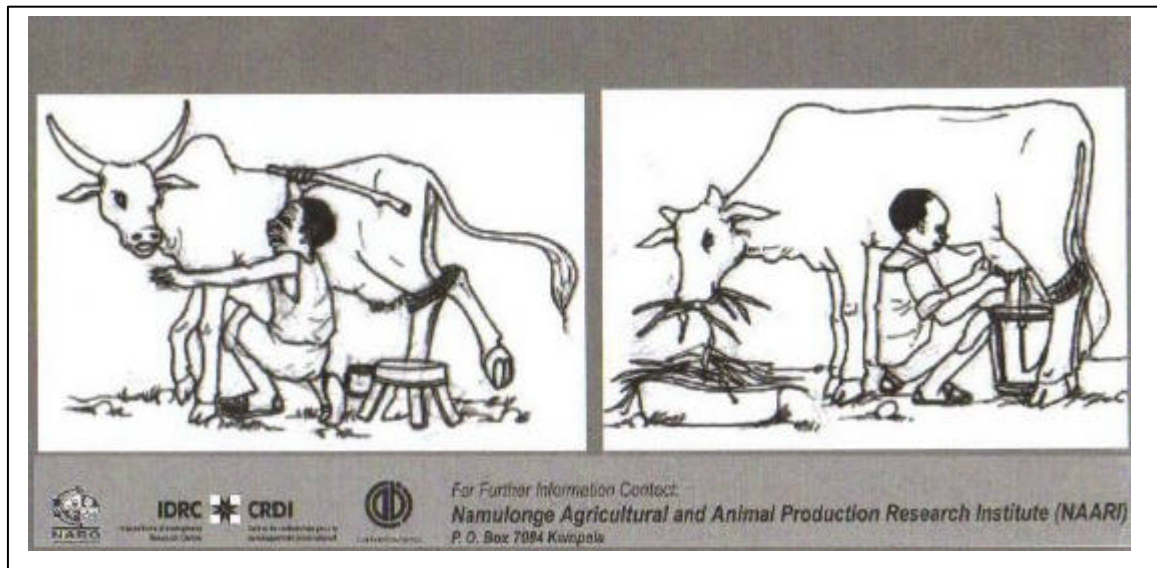
- Which means of communication do people and organisations prefer?
- What are national/local figures relating to reach and coverage of different media?
- What is the target audiences' ownership of, or access to mass media (eg: radio, newspapers, tv..) This will be affected by literacy levels and language preferences according to gender, age, wealth, urban/rural, livelihood systems.
- What other sources of communication do people have access to? For example, friends, neighbours, market places, schools, religious bodies, folk media (e.g.: story-telling, poetry, drama), training centres.
- Which members of the community have respect and authority in the community (chiefs, religious leaders, politicians extension workers, commercial company representatives etc.)?
- What are the target audiences' sources of information relating to the given research topic?
- Which other institutions inform the target audience on the research topic?
- What are the target audience's sources of information for similar (ie: other NR) topics?
- How is this information given?
- Is this means of communication effective?
- How might it be improved?
- When is the best time of year/month/day to communicate re. there search topic?
- When, during the day, is the best time to reach target audience?

Tool 5: Pre-testing media

The following checklists are for guidance only. You will need to adapt them according to the context of your project and the media you are testing. Generally pre-testing written text should be done separately from a picture as the following example shows:

Example: why should you pre-test text and pictures?

The poster below was produced to tell farmers one message. What do you think the message should be? The answer is on the next page.



Pre-test questionnaire – print

What does the picture show (point to different parts of the picture if necessary)?
What does the picture mean? Does it tell you something? What does it tell you?
What do you dislike about the picture?
Is there anything in the picture that is unclear? what is unclear?
What would you change in the picture to (a) make it more easily understood? (b) for it to be acceptable?
Is there anything missing from the picture? If yes, what? *(adapted from Harford & Baird, 1997)*

In producing a picture you need to consider

Should an illustration be hand-drawn or photographed?
Is it necessary to show the whole or parts of objects?
Is the picture culturally appropriate?
Is it in proportion?
Do you need to use symbols combined with illustrations e.g. symbols for wind direction or movement, crosses and ticks for good and bad (though this is not universal). You may need to have different forms/types of illustration and symbols for different groups.

In producing text, you need to consider:

Should you use the language of wider communication/national language or a local language?
Should you use scientific words or the local word?

DRAFT: guidelines for planning a communications strategy

Suggested format for recording pre-tests for print and pictures

PRE-TESTING FORM:						Place:			Date:	
Personal information						PICTURE			TEXT	
Age	Sex	Single or married	Years of school	Income group	clan	What do you see?	What do you dislike?	What would you change or add?	What do the words mean to you?	What would you change or add?

(source: Harford, N., N. Baird. 1997. *How to Make and Use Visual Aids*. London: VSO.

pre-test questionnaire theatre

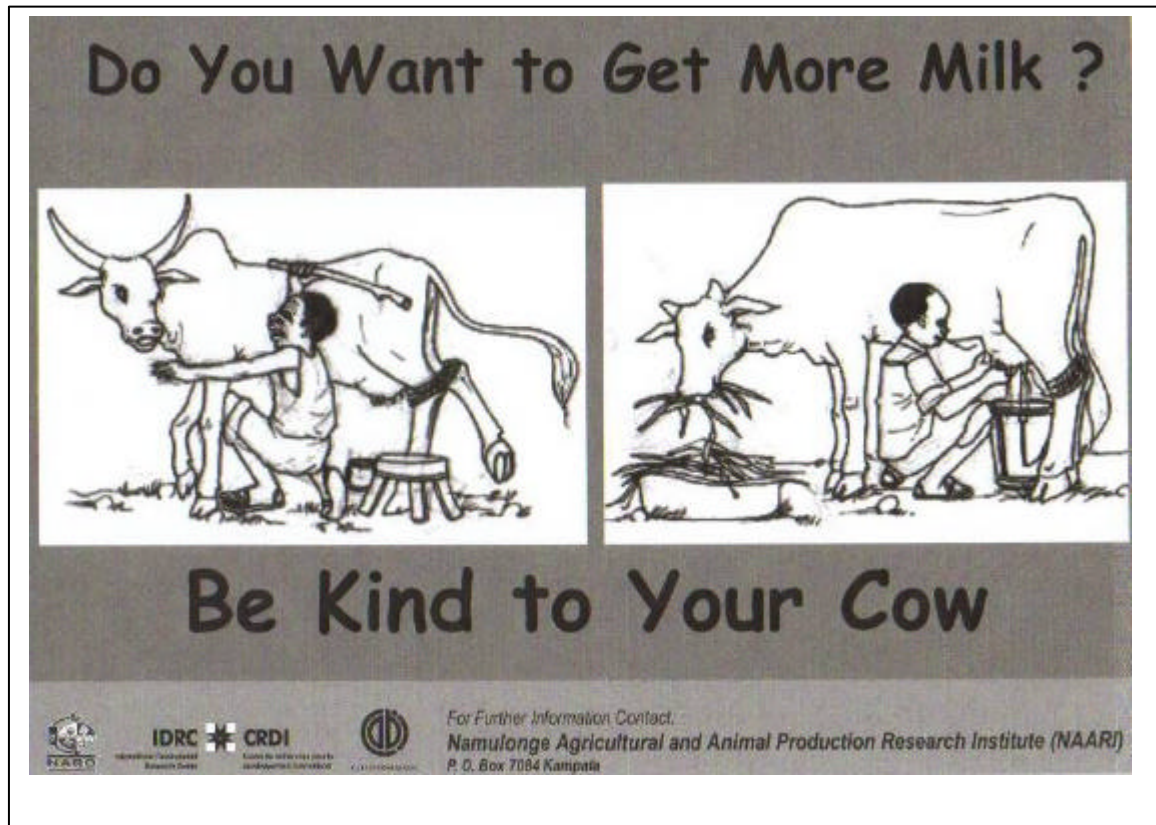
What is the story of this play?
 Is this story real? Does this happen in your village? Your family? How?
 Who are the main characters?
 Do you know any people like that in your family? Your village?
 Do you like the play? Why? Why not?
 If not: What is it exactly that you dislike? Why?
 Do you feel like discussing more in depth the issues the play talks about? If yes, with whom?

Pre-test questionnaire for songs

What is the song about?
 What is the song all about?
 What do you think about the words?
 Is what is mentioned in the song happening: in this area?- in your household? - in your family?
 What do you think of the music?
 Do you like the song? Why? Why not?
 If not: What is it exactly that you dislike? Why?

(source FAO. *Artists as Experts*.)

For a non-literate farmer, the answer may have been that you must beat your cow to get milk and to make it stand for milking. The real message of the poster is given below. A very different message than some people believed.



Tool 6: monitoring and evaluating communications activities and products

The monitoring of communication activities should take place within the overall project monitoring system. It is not a separate activity. What you must ensure is that you identify all the communication activities and ensure that you have a monitoring indicator for each of them, and that you follow-up on the activity.

For communications activities you need to monitor the products (e.g. how many leaflets you produced, how many farmer group discussions you held, etc) and the activities (e.g. what happened in the workshops, what happened during pre-testing, how does information exchange take place?)

Getting feedback from your clients should form a major part of the monitoring process to improve future communication activities such as workshops, training, leaflets, radio programmes. You can carry out monitoring through a wide variety of methods such as focus group discussions, questionnaires, listening/viewing panels, diaries, audience ratings, interviews, regular consultation with stakeholders, the more ways you can use to research this the better.

You should be monitoring the activities so that you learn about what is working and what is not, why it is working and why it is not. This will enable you to continuously modify and adapt your approach and method as your project progresses (action learning). The kinds of questions that need to be asked are:

- How useful was a workshop/training to participants?
- What action came out from the workshop/training?
- How useful is the field day to farmers?
- What information did farmers gain from the field day?
- What would people like to see at a field day?

You could devise a very simple planning table to keep track of communications activities and products

Table 1: Monitoring framework to assess dissemination activities

Activity	Message (reason for dissemination)	Purpose of message	Target audience	Volume/location	Pre-testing and modification	Pathway (channel for dissemination)	Outcome (evidence of use?)
poster	Vaccinate cattle	Tell farmers when to vaccinate	Beef & dairy smallholders	200	With 5 groups of farmers separated by men, women, youth	NGO programmes on re-stocking; cattle markets	Assess increase in numbers being vaccinated at correct time
workshop	To introduce farmers and community leaders to the research project	Awareness raising for participants inside and outside the project	community members in village X	About 3 groups of 10-15 members	Not necessary	Village head informs community members by word of mouth	Everyone attended the meeting. Ended with a quick review to see if all issues had been covered.

References

Other sources of information (from Norrish et al, 2001)

Boeren A., 1994 In other words: the cultural dimension of communication for development. CESO Paperback No 19, The Hague: Centre for the study of Education in Developing Countries

Braden, S With T. Huong, 1998 Video for Development A Casebook from Vietnam, OXFAM (Oxford) ISBN 0-855-983701

Burke, A., 1999 Communications and Development: A Practical Guide DFID, London

Christophers, A. 1998 Renewable Natural Resources, Research Output Dissemination Why and How (booklet), NRI

Christophers, A., 1999 References: Guidelines on the citation of outputs from DFID funded projects managed by NR International (booklet), NRI.

ESRC (Economic and Social Research Council) 1993, Pressing Home Your Findings: Media Guidelines for ESRC Researchers Available from ESRC, Polaris House, North Star Ave. Swindon, SN2 1UJ

FAO, 1989 Guidelines on Communication for Rural Development ñ A brief for development planners and project formulators, FAO, Rome (15pp)

Fraser, C. and Restrepo-Estrada, S., 1998, Communicating for Development ñ Human Change for Survival Tauris Publishers, London

Millerson, G 1992 Video Production Handbook Focal Press, ISBN 0240513215; 245 pp.

PLA Notes no. 29 Performance and Participation, IIED, London June 1997 (also includes good articles on participatory video and facilitation skills)

Rural Extension Bulletin, June 1998: Theme issue on media communication and development. Reading University AERDD. (Includes useful articles on video, radio and participatory media)

Saywell, D. and Cotton, A., 1999 Spreading the Word: Practical Guidelines for Research Dissemination Strategies, WEDEC Loughborough University

Shaw, J And C. Robinson, (1997) Participatory Video: A Practical Guide to Using Video Creatively in Group Development Work, Routledge (London and NY) ISBN 0-415-14105

UNDP Human Development Report, published annually by Oxford University Press gives a statistical communication profile for every country in the world, showing, for example, how many radios are owned per 1,000 people.

Wilkinson J., 1985, A guide to basic print production, The British Council and Intermediate Technology Publications

Zeitlyn, J., 1992, Appropriate Media for Training and Development Tool Publications, Leiden Netherlands. Available from Intermediate Technology bookshop

Zijp W., 1994 Improving the transfer and use of agricultural information: a guide to information technology, World Bank Discussion Paper 247

Web sites on communications (from Norrish, et al. 2001)

The Communication Initiative website (www.comminit.com) has figures and statistics on media usage in 69 developing countries.

Macro International Inc. (USA) publish Demographic Health Surveys on most developing countries in which they usually give details of the populations' main information sources (e.g. newspapers, TV or radio etc.). Statistics can be accessed on the web (<http://www.macrint.com/dhs>) or reports can be ordered from: Macro

DRAFT: guidelines for planning a communications strategy

International Inc. Attn. Publications, 11785 Beltsville Drive, Suite 300, Calverton, MD 20705-3119 USA. Fax: 301-572-0999 Tel: 301-572-0958

Johns Hopkins University: www.jhuccp.org/

This site enables one to access the JHU Centre for Communication Programs, and even reach their library of extensive and authoritative reports on their communications projects around the world. A very good resource.

UNESCO: www.unesco.org/

This eventually enables one to get access to the UNESCO library/resource centre through several further links. This is better for historical stuff on radio/communications than for up-to-date materials and it takes some searching - so a little frustrating.

IDS library search facility: <http://nt1.ids.ac.uk/dbases/blsdb0.htm>

This is the Institute of Development Studies in Sussex, UK which holds a good range of books, articles and reports on development communications. Abstracts - but normally not the whole article - are available on-line and it's easy to search. A good resource for more academic stuff.

Population Council: www.popcouncil.org/

This allows access to its journal Studies in Family Planning where abstracts can be read of articles - though no complete articles are available on-line without paying a subscription to the journal. One or two interesting references to studies on media use for promoting family planning.

Journal of Health Communication: www.emerson.edu/JHealthCom/

Another academic journal with some references to articles about mass-media communications - though not much on radio when I had a look.

Development Communication Archive:

www.utexas.edu/coc/rtf/facilities/devcom.html

This was formerly the Clearing House for Development Communication - now housed at the University of Texas, USA. Unfortunately its database is not yet searchable on-line, so I was unable to ascertain how useful it really is. However, it looks potentially very interesting.

FAO Communication for Development Homepage:

www.fao.org/WAICENT/FAOINFO/SUSTDEV/CDdirect/CDhomepg.htm

Another long web address, but worth searching through for good sources, contacts and news on development communications - as the Food and Agriculture Organisation see it. They are the main funders of rural radio in West Africa.

Annenberg School of Communications (Univ. of Pennsylvania):

www.asc.upenn.edu/general/index.html

This site allows access to the Annenberg Schools library which has a wealth of information about communications in general. A good academic source.

www.id21.org

Development Research. Economic and social research digests on topical development policy issues. A good example of using the web itself for dissemination.

www.comminit.com

The Communications Initiative. A lively and up-to-date site on all media for development communications, including impact studies from around the world.

www.tao.ca/videazimut/index.html

Videazimut: an international non-governmental coalition promoting audiovisual communication for development and democracy

www.videonetwork.org

Contact Video Network gives practical tips on video production and using video as an activist tool.

Mallard Radio: <http://www.mallard.org/index.html>

This site has technical and sales details of radio transmitting equipment suitable for developing countries, as well as attractive - though short - write-ups about some of the small radio stations Mallard have helped to set up over the years.

AMARC: <http://www.amarc.org>

This is the site of the World Association of Community Radio Broadcasters. It has news of members - who consist mainly of community radio stations in the developed and developing world - and of upcoming events and the occasional reference to interesting research or books on radio.

Radio Netherlands: <http://www.rnw.nl/realradio/community/index.html>

This is a useful site for updates in what is happening around the world in community radio - much of which is development-oriented.

Further reading on video

PANOS INSTITUTE, (1998) *The Internet and Poverty*, Panos Briefing no. 28 Panos Institute, London (www.oneworld.org/panos/)

RICHARDSON, D., (1997) *The Internet and Rural and Agricultural Development: An Integrated Approach* FAO, Rome (or contact him at the University of Guelph, Canada or through the devmedia website: www.devmedia.org)

STICHELE, P. van der and BIE, S.W., (1997) *The Last Mile: How Can Farmers Take Advantage of New Media?* FAO, Rome

Web site: www.cgiar.org:80/ivdn - the CGIARs web-site about their Integrated Voice and Data Network

Annex A: Glossary of terms

<i>Communication</i>	The transmission of data, information or knowledge between two or more points. Communication is an active, dynamic process in which ideas and information are exchanged leading to modification of people's knowledge, attitudes or practices.
<i>Data</i>	Recordable facts.
<i>Dissemination</i>	The process of passing on research outputs, or information about research outputs, to uptake pathways.
<i>Dissemination of research output</i>	This has a wider reach than promotion of research outputs and can be considered the process of active circulation of research outputs by the research project to a broad audience.
<i>Dissemination pathway</i>	The route(s) or channel(s) by which information and technology reach the user
<i>End-user</i>	Farmers and others (individuals, households, communities, companies, etc.) engaged in productive activities involving natural resources.
<i>Information</i>	Meaningful combinations of data. Information is data - facts, figures, feelings etc. Information can be communicated. Information may or may not become knowledge. It needs to be transmitted, received, understood and believed to become knowledge.
<i>Intermediate-user</i>	Those who use the outputs of research to produce information, technology and products for end users (e.g. researchers in I/NARCs, NGOs, private sector, etc.).
<i>Knowledge</i>	The sense that is made of information. Knowledge is created through the accumulation of selected items of information. Knowledge is information which has been interpreted and made concrete in the light of the individual's understanding of the context.
<i>Promotion of research output</i>	This is method for publicising a research output directly to a defined target audience. Often the target audience is an intermediary (for example, the target institution) who will disseminate the research output to the end-user.
<i>Research output</i>	Research results or products appropriate to the project purpose (e.g. information, technologies, methodologies, toolkits, conceptual model). Generally a report on an activity (such as a trip report) is not an output. However, some workshop proceedings for example, are used as outputs because they are a compilation of papers and discussions amongst stakeholders in a project. They contain findings, state of knowledge and agree needed areas of future work.
<i>Stakeholder</i>	Any person, organisation, institution with a direct or indirect role to play in the project. Stakeholders may be defined as primary or key: those who are directly affected by the project outputs. Secondary stakeholders: may not be directly affected by project outputs but they have an interest in the project. Tertiary stakeholders: those with high influence in the project and they can affect outputs, but their interests are not the target of the project.
<i>Uptake pathway</i>	The institutions and processes by which research outputs reach end users; these will include organisations (NGOs, local government extension services, commercial traders) and activities (multiplication of planting material, training).

Sources: Saywell & Cotton, 1999; NRSP, 1999. World Bank, 1999. Project Memorandum, 1999; Norrish, 1999; Garforth, 1998; NRSP Annual Report 1997/98