STRATEGIC COMMUNICATIONS FOR SOCIAL CHANGE



Introduction:

Communication is a powerful tool for social change

Strategic communications is purposefully delivering the right message, to the right people, through the right channels in order to achieve well-considered organisational objectives.

Strategic communications help you reach your goals faster; they accelerate the pace of positive change and enhance all that you do.

Communications are a way to persuade people to help you reach your objectives and bring about the change you want to see in the world. It is very hard for any intervention for social change to succeed without effective communications.



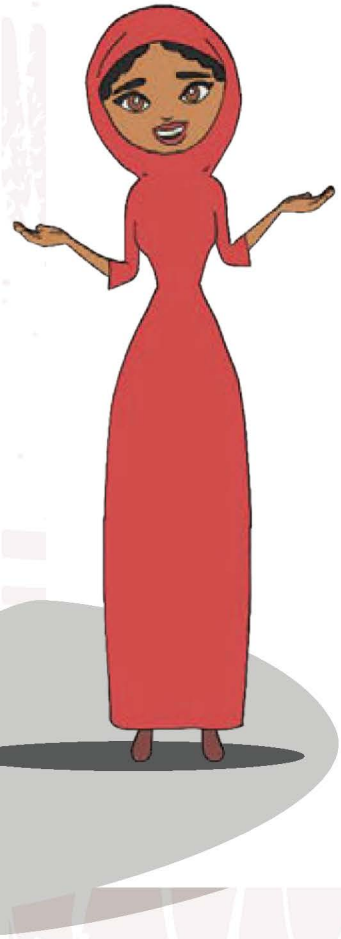
Communications can help form policy, build support for social reforms, change practice and attitudes, and influence key individuals. This handbook demystifies some of the language used in strategic communications and supports social change activists to do their work more effectively. For communications to be effective, they need to be well planned, targeting specific audiences with clear messages that will resonate with them and persuade them to take action. This sort of communication is referred to as Strategic communications.

For ease of use, the different pages have been colour-coded according to their function. These introductory pages will be in white and offer a simple understanding of strategic communications. Instructional pages that form the main text of the modules are in green. Case studies that show how specific organisations went about resolving their own communications challenges are in yellow. The pages in blue are worksheets where we use one example to allow room for you, the user of the handbook, to see how a strategy grows.

Introduction:

About this handbook

This handbook has been compiled by Well Made Strategy (WMS) who have extensive professional experience developing impactful strategic communications across a range of sectors from security to financial inclusion, education, agriculture, health and governance. WMS helps individuals, organisations and networks harness the power of strategic communications to influence policy change, prepare for and anticipate crises, inform the national discourse, build will for social reform and nudge entire communities towards new ways of thinking and behaviours. We have developed this handbook to serve as a guide to strategic communications for those interested in using strategic communications but who may not have an in-depth understanding of the concept.



The handbook is a resource on the basic concepts and processes of strategic communications. There is a great deal of jargon associated with strategic communications. Here, we have kept things simple, using day-to-day language. We have also included the jargon [in square brackets] when they first occur and explained them.

There are six modules in this handbook that can be used individually or together. You will get the most of out of the handbook if you follow each of the six modules systematically. In addition to the worksheets, we have also designed a separate workbook which allows you to work with each module/ lesson to help you to develop your own strategic communications.

The Facebook learning group 'Strategic Communications for Social Change' will help answer further questions and will serve as a library of further case studies. The more people use the Facebook page, the more effective it will become for everyone. So please join the conversation to make this handbook a live resource for social change and human rights organisations.

Who should use this handbook?

Communicating is a team sport. Strategic communications are only truly effective when they run throughout your programming, involve all your staff and are part of your organizational culture. With this handbook we seek to move from [outputs] to [outcomes] i.e. real change like altered behaviour, better law-making and improved quality of life for the people you seek to support. Outputs here refers to short term reactions to your communications efforts e.g. retweets, likes or even a news item that do not address themselves to the value or impact of your communications; Outcomes refers to longer term change processes initiated by your communications. Communications done only by the communications team or by an outside organization might lead to an improvement in [outputs] such as hits on websites, Twitter likes or policy briefs produced, but it is unlikely to contribute to the social change you are trying to bring about.

Strategic Communications will help your organization to more effectively push for a world where there is respect for everyone's rights, guided by the principles of equality, dignity, fairness and respect. With this handbook we hope to help you do that and more. So please share it widely with your friends and staff; dip in and out and feel free to ask questions through the Facebook forum. The more you use it, the better it will get.

Introduction:

Understanding the process for strategic communications

When you think about communications, you may be unclear about the different elements of communications. The modules in this handbook address this. If you want to learn more about specific concepts you can jump to the appropriate module. But if you are trying to put together a communications plan we urge you to do things in the right order; Module One to Module Six. It's a very simple concept – decide what you are trying to change before you work out how you're going to do it. For example, a fancy animation may sound like a great way of telling your story but if you are trying to persuade junior police officers in rural Tanzania, which has low internet speeds, to investigate crimes that target people with albinism then it's probably not the best way to reach them



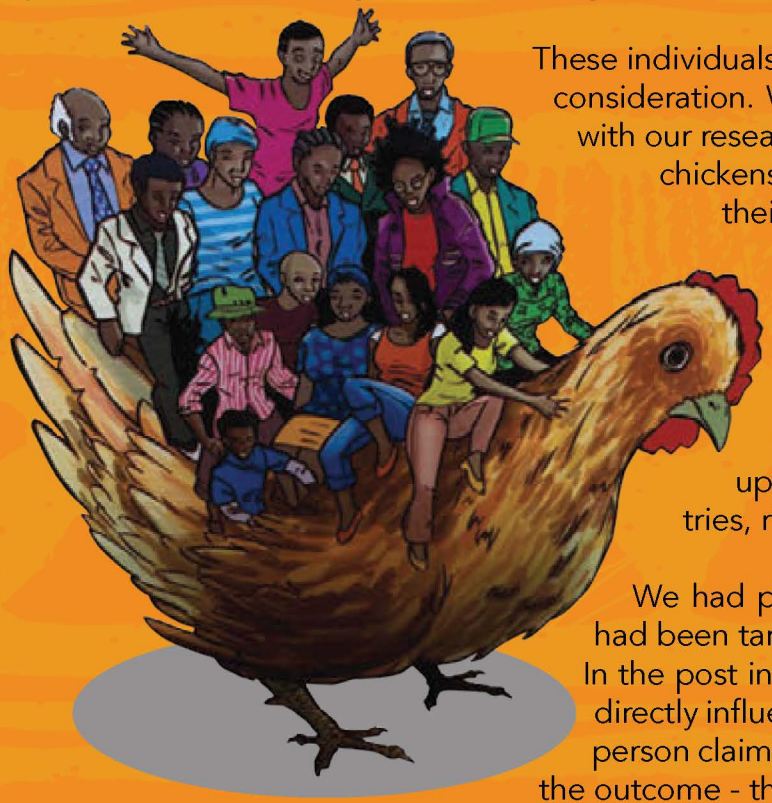
Communications is an essential tool for helping to influence the conversations around the issues your organisation cares deeply about. This could be a public policy debate or discussions happening at the community or even household level. You will see how communications becomes more useful to you the more that you include communications in everything you do.

Good communications are a continuous process. They are only possible when you are communicating with the right people in the correct way.

Case study:

Doing things in the right order

A few years ago, Well Made Strategy had a partner seeking a shift in Kenya's agriculture policy from a focus on rich large-scale cereal farmers to the majority - livestock dependent smallholders. We had credible and convincing research showing that this was uneconomical and wanted key individuals in the treasury, agriculture ministry and government agencies to read this research. We also wanted meetings with them to further drive our point home. However, our partner was a small organisation with little access to policymakers in the ministry. We couldn't, even get the policymakers secretaries to give us a meeting. We needed a way to catch the attention of the policymakers.



These individuals are busy and constantly have research and policy briefs presented to them for consideration. We needed a way to catch their attention and hold it long enough to have them engage with our research. We designed an innovative communications strategy that involved delivering cut-out chickens accompanied by an illustration to their offices! It worked. This ensured that we got past their all-powerful secretaries. Our partner was invited to give their presentation and was eventually offered a seat on the ministry of agriculture's livestock management policy advisory board.

At the very beginning, before working on our strategy, our partners said that they wanted a big advertising billboard - we tried to dissuade them, yet the client was convinced it was the best way to make a splash and catch the policy maker's attention. We gave in and put up a beautiful billboard that we sited in between parliament and the key government ministries, right next to some roadworks where even ministers' cars were obliged to slow down.

We had planned Monitoring, Evaluation and Learning from the start. We interviewed people who had been targeted, investigated whether they had received our research and whether they had read it. In the post intervention evaluation, we discovered that the "Chicken of Change" had been a huge hit, directly influencing key targets. We even found a "Chicken of Change" on a minister's desk. Not a single person claimed to have seen the hugely expensive billboard. It wasn't until much later that we could see the outcome - the change in policy that we sought.

This is why we always encourage people to think about what they are doing first [Objective – a specific change in agriculture policy by a specific date], the overall plan [Strategy – showcase the importance and economic viability of livestock] and only then come to the detail of how to do it Tactics – use chicken to get the research read; use an agriculture expert to meet 100 key influencers; present research to the relevant technical working committee, put up a billboard etc.] We managed to achieve our objective of catalyzing a small change of emphasis in agriculture spending but the billboard was a waste of time and money.

If you start with tactics you can spend a lot of money and still fail to influence your targets.

The Modules:

1. **What are you trying to change?**
   What is the change you wish to see in the world? [Objective]

2. **Who are you trying to influence?**
   Who exactly are you trying to reach and why? [Audience]

3. **How do you connect with your audience?**
   What do you know about them that would useful for your communications? [Audience Analysis]

4. **What do you want them to know and do?**
   Why are you trying to reach this specific audience? [Messages and Ask]

5. **How do you communicate with them?**
   Picking the appropriate way to deliver your message? [Tactics and Channels]

6. **How do you know whether you have influenced them?**
   Planning, for monitoring, evaluation and learning. [MEL]

MODULE 1

What are you trying to change?



Objective setting:



As social change activists, you approach your work with passion. This shows itself in your core organisational beliefs and aspirations; your vision and mission. You know what change you seek in the world – be it education for marginalized groups, protection against intimate partner violence or economic rights for agricultural workers. To communicate effectively you need to maintain that passion while methodically working out how exactly you will achieve your vision.

To achieve social change more efficiently, everyone in your organization needs to agree and know what the organisation wants to achieve – and by when. Clear, shared objectives are the foundation of any strategy. We believe that communications should serve the organisation. Rather than set new objectives for your communications strategy, you should plan a communications strategy that will lead you to achieving your organisation's objectives. This ensures that communications is not thought of as an extra that would be nice to do. It helps keep communications focused.

Setting these objectives is usually the most challenging part of making a strategy, but it's worth it: making strategy is about having tough conversations, not avoiding them. As a first step, you need to know and write down what you are trying to do/change. Without good objectives, you won't know who you want to influence in Module Two and Three, what you want to ask them to do in Module Four or how you get to them in Module Five. And you will have nothing to measure against in Module Six.

TOP TIP: Set real objectives - not communications objectives.

Communications is not about making a noise.

Strategic communications are about using communications as a tool to achieve your organisation's objectives.

We recommend that you appoint a facilitator to ask the questions and help you through the process. This could be someone from outside your organisation. Or, if you have someone on the team who has very good facilitation skills, give them the job.
Get together with your team and use the worksheets provided to guide your conversation as you set objectives. It should take the team between two hours to a morning session to have good discussions on the objectives. Don't exclude anyone at this point. Communications is about your whole team. When you involve everyone from the CEO to your trusted receptionist magic can really happen!

Objective setting:



Policy advocacy and behaviour change / norming are two sides of the same coin i.e. social change. When setting your objectives please consider your strengths and expertise as well as a sober consideration of the actual gap that needs filling. Objective setting is about asking yourselves, where can we be most impactful?

Often organisations will tend to decide to intervene in their area of strength and disregard identifying the actual gap. For instance, a family values organisation looking to tackle teenage drinking may decide to push for a policy criminalising teen drinking, when perhaps it would be more effective to campaign for behaviour change among teenagers and among law enforcement to implement existing laws. On the other hand, an organisation working in women's empowerment might decide to push for a behaviour change campaign against child marriage when what is needed is a criminalisation policy.

Should you decide to work on a policy advocacy objective, do not assume that policy advocacy can only be targeted to decision makers at the highest level of government. In fact, local administrative structures might be more effective. For instance, an organisation trying to work on waste disposal in a small town would be more effective if their objective targeted local municipal authorities and not national level environmental agencies.

Reflect carefully, identify the actual gap and where you are well placed to make the most impact.

Objective setting:

What you need for setting objectives

A facilitated session
Involve ALL staff
Output: 3-4 SMART, short / medium term (max 18 months) objectives

First off, write down your vision. This could be:
"A just world without poverty," or "A world in which every person enjoys all of the human rights enshrined in the Universal Declaration of Human Rights."

You should already know your vision so don't over-think the wording. Now you need to think about some steps that will help get you there - objectives. It is likely that you have a number of long term objectives in your strategic plan. In communications you are looking for three or four SMART short to medium term objectives that the whole team can work towards.

S	M	A	R	T
Specific	**Measurable**	**Achievable**	**Realistic**	**Time Bound**
Does it state clearly and precisely what you will do?	What evidence will help you know you have reached your goal?	Is this something you can do i.e. is it within your power?	Do you have the resources you need? Can you get them?	When exactly do you want to achieve it

They need to involve persuading someone else to do something. If they don't involve persuading someone and they are still important, put them on your things-to-do list.
"Create database of sex workers being illegally held in central district," is something for your things-to-do list.
"The human rights department in the central district police station using a database to free illegally held sex workers by close of year," is an objective.



TOP TIP: Appoint a reality monitor to keep you SMART.
The reality monitor should ask: Is it Specific? Is it Measurable? Is it really Achievable? Is it Realistic? Can we do it in the Time available?

Some key points to bear in mind are:



Keep it short to medium term

Keep it short to medium term. Things change fast – planning communications too far in advance doesn't work well. You may have a five-year strategic plan with objectives. This is good but your plan for communications should be more short term. Set objectives that go no further than eighteen months ahead. Keep revisiting these objectives, every few months to see whether you are achieving them and what needs to change. Strategy is a process rather than a document. Schedule regular check-ups in your calendar. These check-ups need to include the communications team AND programme/research staff.

Look around you and ask questions [Undertake landscape analysis]

Do some clear-eyed thinking about the context that your organisation is working in.
Ask questions like:

* Is anyone else already working on this who can help or hinder? Should we leave it up to them and concentrate our efforts elsewhere?
* Are there recent developments (legal, political or social) that present opportunities or barriers? Is there a narrowing space for civil society due to censorship, or has a progressive bench been appointed to the supreme court?

Treat this as an open-ended brainstorm and be open to input from all team members; you never know who will spot an exciting opportunity.

Keep it simple

It can be tempting to take on more than you can handle at this stage but focus on objectives that you know you can achieve in the given time frame.

Be specific

Think about the results that will indicate success both on a departmental and organisational level [metrics] and be clear about them when setting your objectives.

Make it measurable

Always define what evidence will help you know you have reached your goal.

Set up a Monitoring, Evaluation and Learning plan

(See Module Six).

Some key points to bear in mind are:

Check in with your people

Identify a group of people outside your organisation who are invested in your success. Ideally this group would include some representatives of the people you are trying to persuade - your [target audience]. Check in with them and check your objectives with them before fully committing. What do they think is achievable? Can they speak to any blind spots that may exist in your analysis?

Keep your objectives real

Your objectives should be about the change you seek in the world – not what you want to communicate.
Setting specific communications objectives before deciding on your organisation's objectives can introduce lots of problems, including:

* Confusing 'likes' on social media with impact
* Isolating your communications department from the rest of the organization
* Confusing 'senstitisation' events with behaviour change
* Confusing well designed policy briefs with advocacy success.
* Forgetting about communications altogether



What are we trying to avoid?

Celebrate our tenth anniversary by close of year is a common objective but not a good one.
It's time-bound but does it involve persuading anyone of anything? Does it get us anywhere? Does anyone other than you care about your tenth anniversary? Celebrating an anniversary is a good opportunity to communicate with your audience and ask them to support what you are trying to do but it shouldn't be an objective in itself.

30% decrease in intimate partner violence rate by end of year is a wonderful aim but it's not going to happen; it's too ambitious.

2% increase in nurses using intimate partner violence toolkit in all 20 pilot health care facilities is more achievable but it's still not time-bound.

What do we want?

Section 231 of the Penal Code decriminalized by end of next year is a good objective if the legislative calendar allows such a thing.

As is: Increase the representation of women in the county assembly by 10% at next election.
Note that both these examples require other people to do things - they involve persuasion. They are also SMART.

CASE STUDY:

Setting Objectives - Population Council

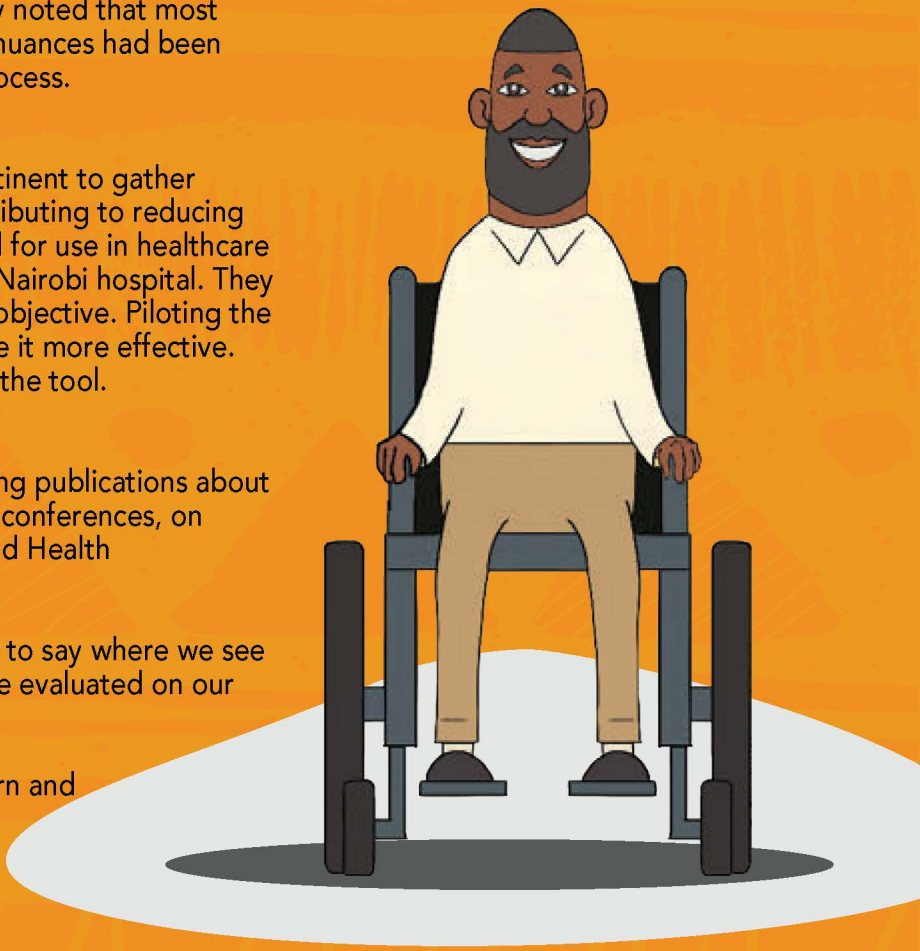
The Population Council conducts research and delivers solutions to improve sexual and reproductive health, among other health issues. In the course of their work on the high rate of intimate partner violence in Kenya they noted that most research on intimate partner violence had been conducted in the global north and specific African nuances had been overlooked. So, in 2011 they developed an intimate partner violence screening tool and referral process.

They wanted the tool to be used at the national level in Kenya, at regional level and across the continent to gather information about the problem and help more women receive referrals to help thus hopefully contributing to reducing intimate partner violence throughout Africa. They then set an objective of getting the tool adopted for use in healthcare facilities at the national and regional level by 2013. This started with the piloting of the tool in one Nairobi hospital. They piloted the tool and referral process for the better part of 2012. But a successful pilot was not the objective. Piloting the screening tool and referral process enabled them to see if they needed to change anything to make it more effective. They were then able to begin the process of getting more healthcare facilities on board with using the tool.

"We had in mind from the beginning that this was much more than just getting out a tool and writing publications about it," says Chi-Chi Undie of the Population Council. To do that Chi-Chi "talked until she was tired" at conferences, on technical working groups, at the East, Central and Southern Africa Health Community and the World Health Organisation. But these were all tactics - first it was all about objective setting.

"It's the way the Population Council works," she says. "When we are writing the proposal, we have to say where we see our work being used. What counts is how the work is used, not how many tools we develop. We are evaluated on our ability to get people to use our work." That way, they improve lives.

The intimate partner violence screening tool is now used in healthcare facilities across the East, Horn and Great Lakes region of Africa. And it's not just because it's a great tool. Much of their success is down to good objective setting and great communications.



INTRODUCTION

For the purpose of these worksheets, we will use one simple example throughout. Akida is the Director of LearnRight, a social change organisation, working on the right to education in a fictional East African country. She thinks that communications will be key to LearnRight achieving its goals. One of LearnRight's current ideas is that children should be taught about the constitution in a way that ensures that they are aware of their rights and their friends' rights – particularly if they are members of pastoralist communities, religious minorities or any other commonly marginalized group.

Akida gets the LearnRight team together to plan their communications around one specific objective. Using them as an example, we will show how they plan their communications. We will use this example in Module One then examine the audiences, MEL etc. in relation to it in later modules.



LearnRight began by writing down their vision for a better tomorrow; The reason why they came in to the social change business.

Vision

Equitable quality education for all children

Landscape analysis

They took note of factors that would help (+) or hinder (-) their planning

+ The government is currently revising the curriculum.
+ LearnRight has good contacts on the curriculum review committee.
+ There is a new person in charge of marginalized groups at the ministry who has a huge amount to do. How can we help her out?
– There are a number of different groups/NGOs that want to get new learnings into the curriculum such as ArtforAll, Inclusive Sports etc. How can LearnRight stand out?

Objective

After much discussion LearnRight came up with the objective:
Teach children about the constitution.

They wrote it on a flip chart before looking into the statement in more detail. They asked:
"What does it mean?"
"What does it involve?"

They then picked away at their objective. 'Teach children about the constitution' is an objective that involves much more than communications but without communications it will never happen. It's not very specific though and how will they measure it? Is it achievable, realistic and time-bound?

To achieve this objective, LearnRight will need to persuade high ranking officers at the curriculum board, they will need to work with local education administrations countrywide, with individual schools and teachers. They will need to find or create a training course, train education officers and professors at teacher training colleges. Some parents and teachers might resist teaching of the constitution because they want to focus on academic performance. Will they need to work to counteract this? There are millions of children; can they reach them all?

'Would train teachers about the constitution be a better objective?' They asked. Yes, but the reality monitor pointed out that it wasn't very realistic because they don't have the resources to do this at scale. How about focusing on the curriculum which is currently being revised?

Ensure there are two modules about the constitution in the revised primary school curriculum by the end of the year.

LearnRight is aware that this would be a first step. They would also need to help with teaching guides, training for education officers and teachers. All this can happen once the modules are in the curriculum. They reviewed the objective:

S	M	A	R	T
Specific	**Measurable**	**Achievable**	**Realistic**	**Time Bound**
Two modules into the curriculum	**The modules are in the new, revised curriculum.**	**LearnRight has good contacts with the curriculum development team.**	**It is not too ambitious and it is clear what LearnRight wants to achieve.**	**The curriculum is under review; the ministry wants it launched at the beginning of next year– this is a good time to act!**

MODULE 2

Who are you trying to influence?



Who are you trying to influence?

This module is all about identifying the people you need to help you achieve your objectives. These are the people you need to influence. Dissemination isn't good enough, neither is sensitization. If you are communicating well, you are influencing people, changing the way they think about things [norms] or changing their behaviour the ultimate prize.

In Module One you decided your objectives. It is likely you are now aware that someone else needs to do something for your objectives to happen.



Identifying and knowing your audience [mapping]

Your [target audience] is the person or people who need to do something or make a decision for your objective to happen. It isn't always the person you immediately think it is. Identifying those audiences and looking into their minds is a treat for the curious: it's exciting, creative and fun.

It begins with three simple questions:

Who needs to say 'yes' for us to reach our objective?

Who needs to be neutralized for us to reach our objective?

Who needs to be supported for us to reach our objective?

Your first impulse may lead to vague answers: listing departments in the government or even vaguer entities like 'the community' or the 'general public'. You need to move beyond this and be as specific as possible. Where you know the name of the relevant decision maker, write it down. Where you don't – find it out. This may delay your strategy creation but it's worth it.

These people will be the targets of your strategy.

Case Study:

The Right Targets - MDGs

As the Millennium Development Goals were being succeeded by the Sustainable Development Goals, NGOs scrambled over each other to influence their wording. Education practitioners coalesced around quality rather than access, poverty campaigners went for it all - no poverty, zero hunger. They targeted the decision-making process from the consultation phase to the people at the top table who were making the decisions - they did well.

The real winners however, were the environmentalists. Like the learning and poverty people they joined in the debate and influenced it at many levels, but they also focused their advocacy on the people who were writing the text of the SDGs – relatively junior UN staffers who wanted some help. As a result, a full eleven of seventeen SDGs mention the environment or sustainability - all because they correctly identified the real targets.



The Rejection-Adoption Scale:



The most fundamental change you can make as a social change organisation is to go beyond viewing the people you are trying to persuade as 'opponents.' This can be very difficult when you know your issues are critical and 'they' seem to be standing in the way of progress. If you approach your persuasion targets as if they are the enemy you have already made a decision that will affect your stance, your messaging and your patience. We all think we are good people doing our best – not just the good guys. Even the most difficult community gatekeeper truly believes that he or she is fighting for something worth preserving.

Meeting your audience where they are

Having identified your audience, you need to meet them where they are. This is easy to say but what exactly does it mean? The first step is to acknowledge that we are not rational creatures (this includes us - you and I) and our minds are rarely changed by an onslaught of 'correct' information.



Figure 1: The rejection-adoption scale

The rejection-adoption scale, is a tool that helps us understand where our various targets are in relation to each other and in relation to our objective. It was created to explain to partners that their potential targets are very rarely neutral – waiting for information in order to make the 'correct decision.' Put simply, it helps us visualize how far our targets are from saying YES.

Those on the rejection end of the scale we term rejectors and those on the adoption end are adopters. An adopter is one who has the capacity to make change in favour of your objective and is making an informed decision to DO so. A rejector is one who makes the decision whether informed or misinformed, not to support you or to actively oppose you.

We often stress to our clients that support is tangible; it is not enough that someone agrees with you, their actions and behaviour must reflect that agreement

TOP TIP - Don't Judge

Be willing to have your assumptions challenged.
In communications, you need to tap into the belief that everyone is trying to do their best.
Invite them along on your journey - as partners, not as enemies.

Case Study:

Audience Mapping - In Their Hands

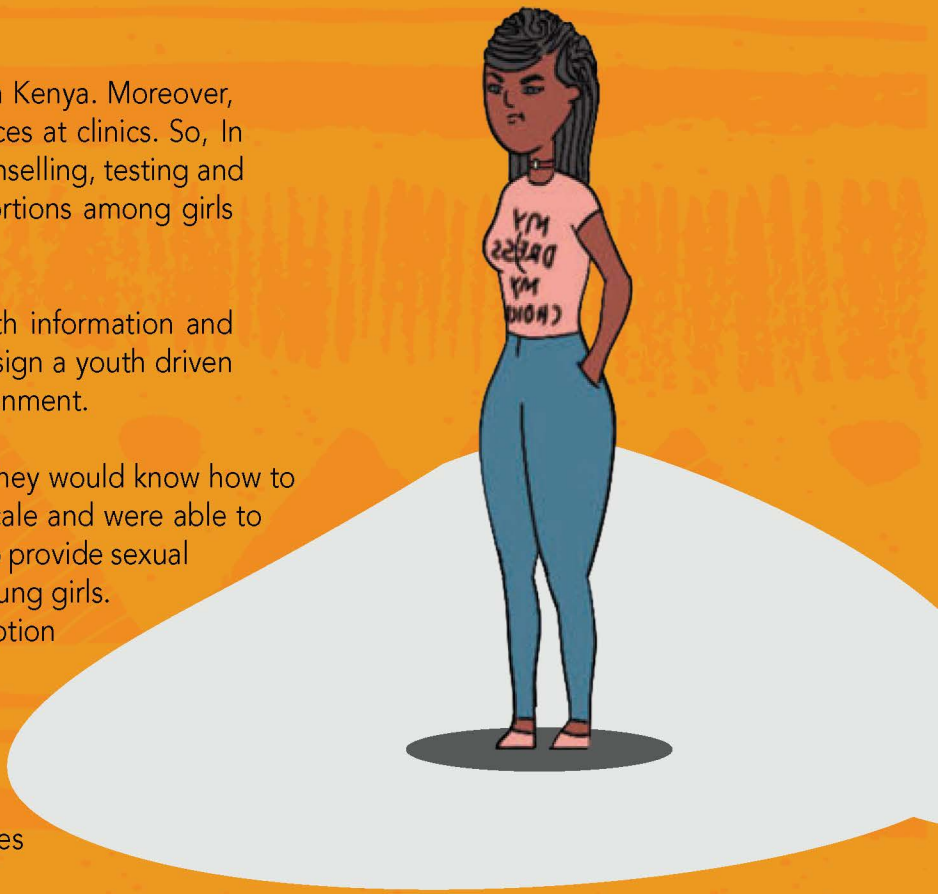
In Their Hands, is an adolescent reproductive health and rights programme in Kenya that has been successfully working to promote responsible and safe sexual behaviour and choices among adolescent girls. Their goal is to normalise adolescent sexual health, reduce pregnancy and end unsafe abortion among Kenyan adolescents by working to increase the uptake of sexual and reproductive health services among teen girls.

In 2017 adolescent girls accounted for 47% of all severe complications due to unsafe abortions in Kenya. Moreover, adolescent girls accounted for only 7% of female clients for sexual and reproductive health services at clinics. So, In Their Hands set for themselves the objective of reaching 250,000 girls with contraception, HIV counselling, testing and care, and safe abortion or post-abortion care, thus averting 95,000 pregnancies and 30,000 abortions among girls aged 15 to 19 within 3 years.

They knew that the key factor preventing teen girls from seeking sexual and reproductive heath information and services was a social context that stigmatised adolescent sexuality. They were also resolved to design a youth driven movement that provided both information and sexual health services for teenagers in a safe environment.

So they worked with WMS and Shujaaz Inc. to map the different audiences in social context so they would know how to go about developing their programme. They plotted their audiences on the rejection-adoption scale and were able to use this information to build a teen-centred approach that leveraged social and traditional media to provide sexual health information as well as working with different service providers on provision of services to young girls. Figure 2 (next page) is derived from this process and we will use it to clarify how the rejection-adoption scale works.

Most importantly they wanted to trigger attitude change in communities and nurture communities that supported teen girls and boys to access sexual health services. In Their Hands intended to have 25,000 girls begin to use sexual and reproductive health services at their partner clinics in their first year, they had 29,000+ with 71% of those going on to recommend the clinics SRH services to their friends.



Archetypes :

Not all communications is about changing the mind of one specific person. In fact, it is quite often the case that the target of your work is groups of people, or a community. It is a common mistake when this is the case for organisations to identify their target audience as 'the general public' or 'society'. Such a categorisation is vague and does not help your communications.

Once you have identified your targets, you need to consider the nature of their rejection or adoption. Review their attitudes and see if they can be grouped together. Are there barriers holding them back from saying yes? What is the nature of the barrier? Is it institutional (the thing you are asking them to do does not align with their organisation's priorities)? Is it value based (the thing you are asking them to do does not align with their personal values)? Does the way the issue is presented triggers a negative emotional response)?

Then plot the groupings as [archetypes]. An archetype is a character with a clear personality that informs their behaviour who represents a group of persons who share a perspective on your objective. Archetypes help us to connect on a personal level with our target audience.

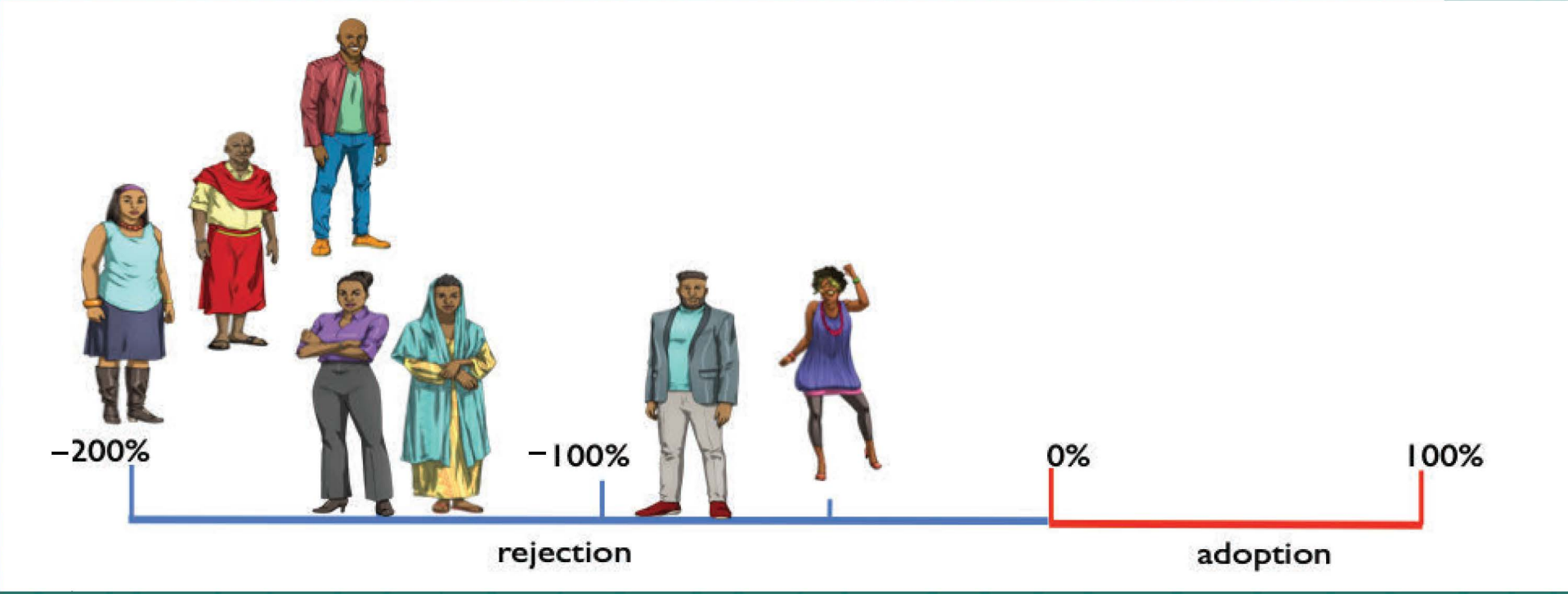


Figure 2: the archetypes plotted by In Their Hands on their rejection-adoption scale

Archetypes :



Of the archetypes plotted by In Their Hands no one is above minus 50%. Everyone has a long journey ahead of them.

The young girl in purple represents young, unmarried, sexually active, teenage girls who are the main target of the programme. These young girls were not only uninformed on their reproductive rights but also thought STDs and teen pregnancies were things that happened to other girls and not to them. Even when they thought they needed information, they were scared to seek it out. Therefore, many of them were taking an unnecessary risk by having unprotected sex and hoping everything worked out. Thus; their lack of information, attitudes and behaviour made them rejectors.

Who needs to be neutralized for us to reach our objective? The mother in the turquoise vest and boots thinks contraception is fundamentally wrong; and is opposed to it on moral and religious grounds. She is not going to change her mind. It would be pointless to spend resources trying to convince her to change her position on the issue. Instead, she needs to be [neutralised.] Neutralising an audience refers to preventing them from successfully undermining your objectives. Communications to or about her should focus on moving her a little up the scale so that she isn't affecting the girl's decisions.

Who needs to be supported for us to reach our objective? The man in the suit is a pharmacist and father of the young girl. He provides SRH advice to young girls in his area but is in denial about his sexually active children whom he believes are virgins. He represents parents who have both correct information on and access to sexual and reproductive health services but are in denial about their own children's sexual activity. These parents are unable to empower their own children to get the help they need. He needs to be supported so that he can support his own children.

Other people mapped on the scale are older siblings/parents who have some information on and access to the services but think adolescent girls should focus on their studies and abstain from sex till they finish school. The boyfriend who not only doesn't have the information but has also never considered the risk. The parent who is too embarrassed by matters sex and sexuality to ever discuss it, …

This is a prime example of how archetypes work as a communications tool to help programme work. By knowing that the young girl is not only uninformed but also scared to seek information out, In Their Hands knew they had to design a programme that not only delivered information and reproductive health services to young girls but also did so in a safe environment. They also knew how to approach different categories of parents and influence them to act or not act in ways that worked for their objective.

Create as many archetypes as are needed for your audiences and decide how to communicate or not to each archetype.

Archetypes :

Looking for tensions

At this stage it can also be useful to begin noting tensions within different groups. For example, is a decision-maker conflicted in their values (pregnant adolescent girls should focus on being mothers and not be readmitted into school) and their roles (as a public-school administrator with a duty to implement a readmission policy)? Your communications can help them resolve these tensions in your favour.

Plotting your audience on the rejection-adoption scale

Once you have identified your key audiences and the barriers and tensions preventing their support, you should plot them on the rejection-adoption scale. Remember that strategy is about having arguments, not avoiding them. Team members may have differing views on where targets lie and their motivations. Disagreement and dissent should be encouraged at this stage. We encourage you to dig deep into the nature of their rejection. It can be helpful to consider the following questions:

a. How does the target see themselves?

This is not about the labels we impose on individuals who disagree with us (e.g. bigot, misogynist) but rather about how they see themselves (e.g. traditional, conservative, parent). Unlocking your audience's identity and understanding how they view themselves can reveal key insights.

b. What do they think and feel about the issue?

This will help you address yourself to their actual concerns when crafting your messages later on.

c. What are their priorities?

It is crucial, especially with institutional audiences, that you are aware of and aligned to their priorities.

Decide who to target:

It is important to be realistic about who you can or should influence. It would be wrong to assume that you can or should communicate to every audience plotted. You need to decide which of the audiences plotted will be a target for your communications.



This decision should be based on:

1. How impactful is the audience is to your objective

For example a campaign on the education system cannot afford to ignore either teachers or parents.

2. What resources are available to you?

Often, we do not have the resources to communicate to each and every audience. We must then make tough decisions on which audiences to prioritize. This is not purely about cutting costs or keeping costs down but balancing the costs associated with communicating with an audience with the impact of getting them to support/not oppose your cause.

Case Study:



Connecitng with your Audience - Evidence doesn't mitigate bias

In 1979 Charles Lord, Lee Ross and Mark Leppner, researchers at Stanford University, conducted a study to determine whether logic and evidence lead people to change their minds.

People supporting and opposing the death penalty were asked to read two studies; one that confirmed and one that refuted their existing beliefs about the death penalty. The studies were fictional but were described as actual published research.They were then asked of each study, "has this study changed the way you feel towards the death penalty?" Then given summaries of several prominent criticisms of the study, and the authors' rebuttals to the criticisms.

The results? The two groups became more certain of their original positions and more polarized in their beliefs!

Why? Because people are likely to examine relevant evidence in a biased manner. They are more likely to accept evidence that is consistent with their views without further scrutiny while subjecting evidence that contradicts their views to intense scrutiny.

Facts are important but it is much more impactful to connect with people's values and emotions and speak to their fears, worries and concerns.

WORKSHEET:

LearnRight's Objective: Ensure there are two modules about the constitution in the revised primary school curriculum by the end of the year

LearnRight' targets

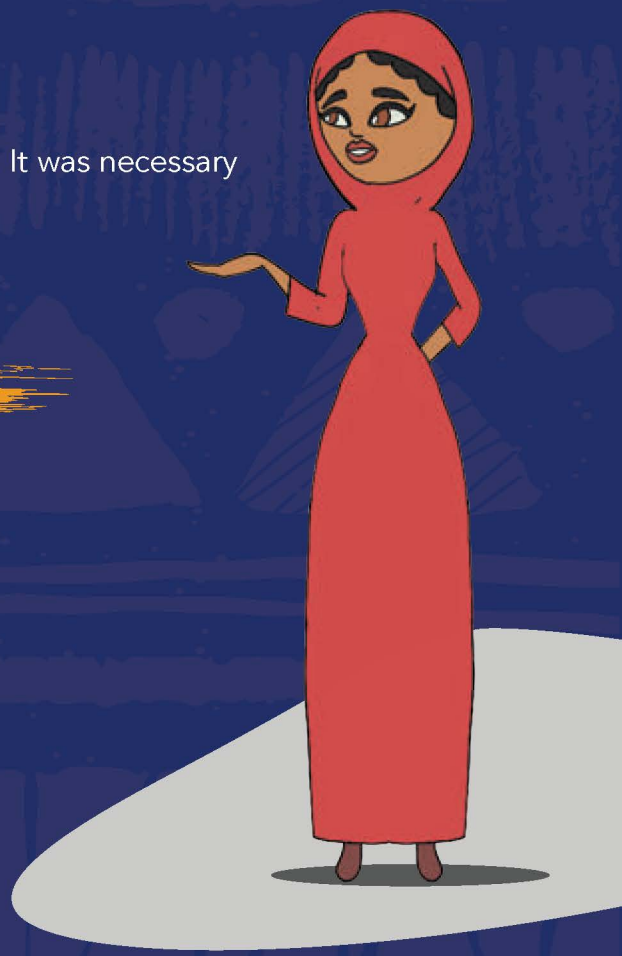
Akida, LearnRight's director, thought that the curriculum director would be their main target, because she would be charged with implementing any changes. But it's seldom that simple. They had to look wider than that and then ask questions around who influences the development of the curriculum? "Who is the boss of the curriculum director?" probed their reality checker.

Who needed to agree to changes in the primary school curriculum?

a. Was it the Minister of Education? Probably, as a final rubber stamp
b. Was it the director of teacher training, the curriculum review committee?
c. Did teachers on the ground or parents play a role?

It, more often than not, turned out to be a combination of people - not just the curriculum review committee. It was necessary to find allies in the system who could share LearnRight's message with the curriculum review committee.
Dig deep into this and find out people's names and something about them.

TOP TIP - It's much easier to influence a person than an office,'
especially if you have done your research on them and found some common ground.



Eventually LearnRight came up with six targets:

1. Minister of Education
2. Najma – curriculum director
3. Peter – chair of the curriculum review committee
4. Janet – director of teacher training
5. Ismail – head of the National Headteachers Association
6. The 12 curriculum review committee members

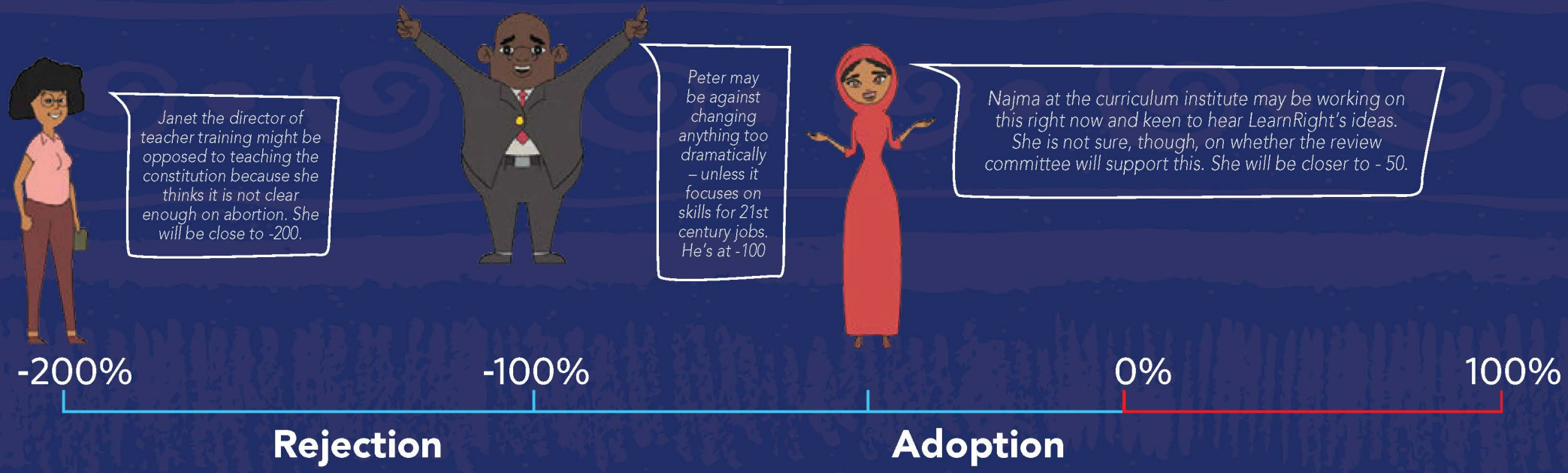


Figure 3: LearnRight plotted their audience on the adoption-Rejection Scale

LearnRight discovered that they had a variety of different views among the people they had to persuade. They asked themselves:

Who needs to say 'yes' for us to reach our objective?
The Minister of Education needs to be made aware of our work – so that when it gets into the curriculum, he gives it the green light. Najma is the person who will have to implement the curriculum, but Peter is a very influential educationalist. He doesn't see the need for children to learn about the constitution. In his opinion, they need skills for jobs. Janet from teacher training will need to be convinced. And she wants teachers to have less training, not more.

Who needs to be neutralised for us to reach our objective?
Janet is opposed to teaching the constitution because she thinks it's too soft on abortion.

Who needs to be supported for us to reach our objective?
Najma is currently revising the curriculum and is charged to include citizenship classes with modules on the constitution. Ismail is very influential in education circles and is a very good friend of Najma's family

Filling in the rejection scale made LearnRight realise that they needed more information. They appointed a team member to act as a researcher and try to gather the information they were missing and agreed to meet back in a week's time.

MODULE 3

How do you connect with your audience?



Audience Research

You now know what you are trying to achieve, objectives in Module One, and who you need to persuade, target audiences in Module Two, and where they are on the rejection scale relative to your objective. You now need to learn more about your target audience; and the people around them. What are they interested in? Where is your common ground with them? This information will help you in Module Four when you are designing your messages. The more you know about them, the easier it is to communicate with them in a way that connects with their values, emotions and lived experiences. Audience research will also give you clarity on who to communicate with and how i.e who is movable on an issue.



Understanding your audience [audience analysis]

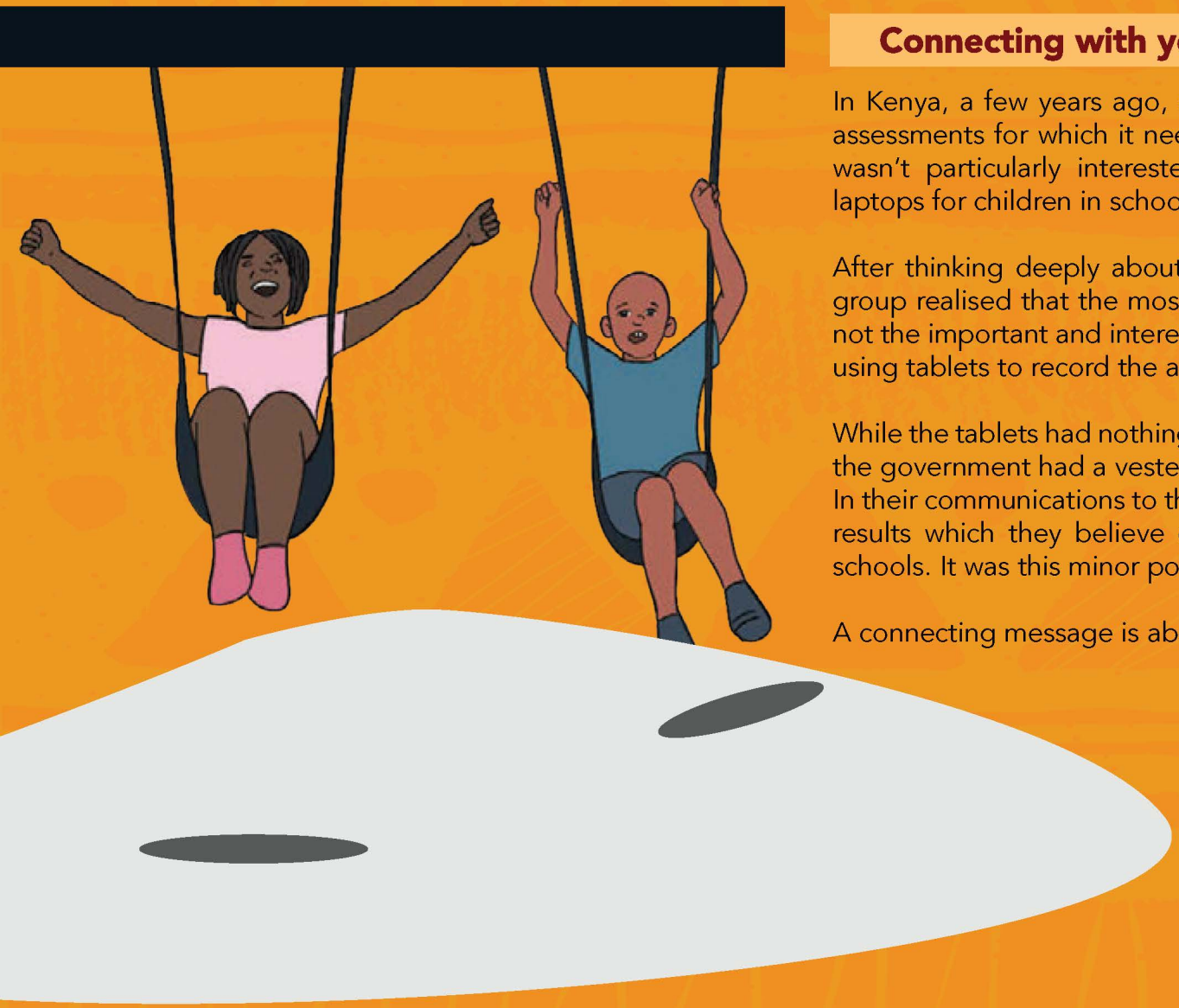
Think deeply about who you are seeking to influence, using the worksheet provided. Try to keep it simple. Ask yourselves what they are interested in. What is their strategy and how can you align yours to theirs? It is generally true that your objective is way down their list of priorities. You need to be aware of that to create messages (Module Four) that align with their priorities rather than yours. Ring colleagues and partners to check your findings. We work in small worlds and it is usually easy to get close to your targets to find out their real views. We should be careful not to make assumptions on who our connection is; the receptionist who went to the same high school as the policy maker's secretary maybe more influential in getting your organisation a meeting than the managing director who has attended several conferences with the policy maker.

What you need
Time: Allocate a week or two to gather useful information about your target audiences
Involve **communication and programme staff**
Output: Written portraits of each target

You will need to research your audience so you can understand them and their concerns; these will offer insights on how to best reach them. Think of research as a methodical consideration of the facts available to you. This is especially important when your audience is a group of people. It is quite easy to make the mistake of latching onto the obvious group characteristics as the key point of connection when dealing with groups of people i.e. one may assume that because the majority of the audience are muslim, their faith is the key point of connection when it could very easily be socio-economic status, level of education or whether they are rural / urban residents.

Sometimes the process is harder and requires more concerted research but even this does not have to be too complicated. The aim is not to suddenly become professional researchers or to publish impressive findings. Rather, audience research should be geared to finding workable insights that unlock messaging strategies to reach your audience.

Most importantly research requires that you set aside your own biases. This is not to appear impactful, but to be impactful.



Connecting with your audience - what do they care about?

In Kenya, a few years ago, an education group was seeking to conduct in-school assessments for which it needed high level permission. At that stage, the ministry wasn't particularly interested in assessments. The ministry's great interest was laptops for children in schools, a key election promise.

After thinking deeply about the people it was trying to influence, the education group realised that the most appealing-to-government aspect of their project was not the important and interesting data the survey would produce but that they were using tablets to record the assessment results.

While the tablets had nothing to do with the laptops for school children programme the government had a vested interest in the use of technology to enhance education. In their communications to the ministry they emphasized the use of tablets to record results which they believe contributed to them receiving permission to work in schools. It was this minor point that made them attractive to the ministry.

A connecting message is about finding shared ground that serves as an entry point.

Audience Research

Research questions

A [research question] is simply an answerable inquiry into a specific concern or issue. This is about defining clearly what you need to know about your audience group. Your research question will stop you from gathering a lot of interesting but useless information when you embark on your research journey.

Examples of research questions:

What are the barriers stopping head teachers in Tanzania from adopting the Ministry of Education's readmission policy?

What do young Kenyans (18-35 Years) in Kisumu feel about corruption as a governance issue?

Whose support would be influential in an adolescent girl's decision to access contraceptives in Kampala?

Data Collection

Strategic communications seeks to connect with the values and feelings of audiences. Therefore, it might not be useful to engage in quantitative research which provides statistics. Instead the option is usually between one of various qualitative research methods as these provide insights on behaviour and perceptions.



Qualitative research methods include

One-on-one interviews: a personal conversation with one person which can be conducted on the phone or in person depending on the resources available. In person is a better option as it gives one the opportunity to also read the body language of the interviewee.

Focus groups: In person interviews which take the form of conversation with 6-8 interviewees at a time.

Online surveys: This is ideal where respondents have access to internet and there are geographical / time constraints e.g. getting responses from donor programme officers who live in other countries and have busy schedules.

Qualitative observation: This is especially useful when the objective is one of triggering behaviour change for an observable habit such as washing hands after visiting the toilet or before eating food. In this case researchers can arrange to unobtrusively observe and document the behaviour of the target audience or if resources and permissions can be obtained you can save on the manpower by installing cameras.

To partner or not to partner

Depending on the research questions you identify and the data needed, you may decide to partner with a professional research firm to undertake the research for you. This option has time and cost implications but can be useful for larger campaigns.

Here is a resource to help you identify an appropriate research partner.

Research Design

Whether you partner with a professional research firm or go it alone, you will need to go into [research design]. Research design is about deciding on which methods, tools and techniques will be used and in what manner to effectively answer the research question. The research design is determined by the research question.

In research design bear in mind

1. Neutrality

Good research design should be neutral i.e. mitigate your organisation's bias and make room for the views, opinions and attitudes that the audience being researched will bring to the table. Remember you want the participants to tell you what they really think and not what they think you want to hear or what is the acceptable answer.

2. The resources are available to you

The time, people and money available to you can mean the difference between street interviews and focus groups.

3. The sensitivity of your research question

Even if you have film equipment it would be unwise to video record interviews on domestic violence or even discussion with respondents on their views on issues of sexual orientation and gender identity.

4. The profile of your respondents.

If your audience is an academic it might be more useful to engage in a desk review of their writings on your objective than to interview their co-workers.
Also consider what other priorities they would be balancing. It would be counterproductive to ask market traders to leave their businesses and to attend interviews and thus lose a day's income; consider instead going to them.

5. The type of information you need.

This will influence your data collection. Moreover, since qualitative data requires trust building between the interviewer and the interviewee it will also determine who you choose as your interviewer. WMS has found that interviewers should be as relatable to the respondents as possible, for example sending a woman to interview housewives may get you more candid responses.

Top Tips for low cost audience research

Prepare an interview guide:	Make sure your interview guide has	Remember your targets are good people:	Probe:	Keep it simple:	Keep your interviews casual:	Thank interviewees for their time:
This will keep you on track and allow you to ask the same questions to a number of people.	You want to leave as much room as possible for the interviewee to share their opinion so do not ask leading questions. You do not want to bias the results of your interview by signalling the answer you want in the question.	Keep your questions neutral and non-accusatory. It can be useful to have a third party check your interview guide for neutrality.	Make sure you understand what people are trying to tell you by asking probing questions. Listen actively. Hear them out regardless of your opinion.	Research can be as uncomplicated as conducting interviews in shoppings malls and street corners, simple online polls or even calling up persons who know your audience (maybe they have worked with or for them or even go to church / school with them.)	Overly formal settings tend to invite people to put on their proper voices and best English and give what they think are acceptable answers. WMS's experience has taught us that informal works best. Meet people in unintimidating settings and keep the tone conversational.	This means different things depending on the context (having snacks available, reimbursing transport costs or even just saying thank you) but always be grateful that people took time out of their day to answer your questions.

Research: Analysis & Ethics

Analysis

Whatever method you choose to go for qualitative research generates a lot of data; think copious notes or audio recordings or even footage. You need to think about how you will go through this data and find your insights.

Before analysing the data have the interviewer(s)/researcher(s) brief you on the interview process and what perspectives came through in the course of their interview.

Text is an easier format to analyse so if the data is in audio form have it transcribed. Then go through the below process

1. Familiarise yourself with the text by skimming through it to identify what parts of the text are of value.
2. After that, read to identify patterns and make connections.
3. Interpret the connections to come up with meaningful insights.



Word of Caution: To avoid the impact of personal bias at this stage, do not rely on just one person's analysis. Rather have several people work on it and guide your organization's interpretation of the information available.

Research and Consent

It is important at this point to stress the need for [informed consent]; Informed consent is a voluntary agreement to participate in research. Before engaging people to provide information for research provide them with information on the research question you are looking into, the ways in which the information will be captured and how that information will be used. Then ask them if they are willing to participate in your research.

It is always best to get written consent, but it might not be possible in all cases. For example, if conducting street interviews written consent might be challenging and verbal consent will have to do. It is however the interviewer's responsibility to in some objective way record that consent was obtained.

An easy mistake to make is to offer information on your organisation's vision goal and objectives rather than information on the research question. For example: "we are conducting research into social attitudes towards sexual and reproductive health of teenagers," is a good neutral way to present the information.

If you will be taking notes / recording the session, please inform participants and have them agree to it. Sometimes participants may be willing to be interviewed but not to be recorded. In such cases, please consider alternatives to participation.

Also treat the information gathered with confidentiality and inform them that you will do so. Should you later decide to use some of the information participants offered for public dissemination consider the degree of exposure that would entail for your interviewees and make prudent decisions on reaching out to them for permission to do so.

WORKSHEET:

Target Audience
1. Minister of Education
2. Najma – curriculum director
3. Peter – chair of the curriculum review committee
4. Janet – director of teacher training
5. Ismail – head of the National Head teachers Association
6. The 12 curriculum review committee members

What do you know about your target audience that could make your communications better?
Objective: Ensure there are two modules about the constitution in the revised primary school curriculum by the end of the year



LearnRight had put together a series of questions they needed to know for each group:

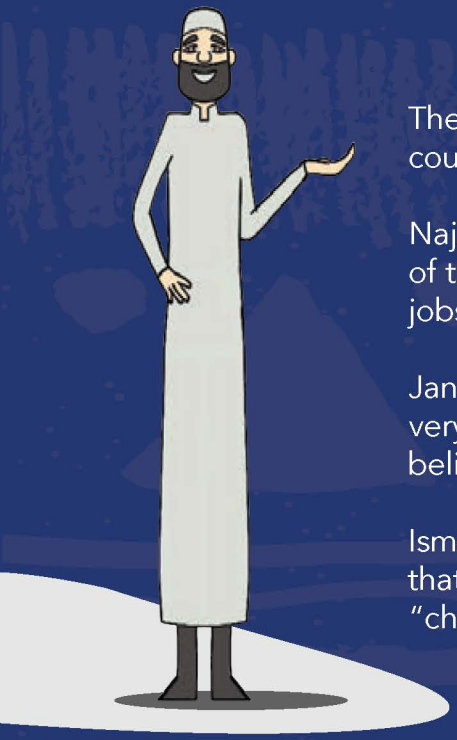
- What does your job involve?
- What is your strategy for this year?
- What are your priorities?
- What are you most passionate about in the curriculum review?
- How important do you think it is for young learners to have a basic understanding of the constitution?
- How is the constitution currently taught in schools?
- What do you think about the new curriculum? What should it include and exclude?
- What would you most like to achieve this year?

LearnRight decided that they could research the first five targets by putting the questions directly to them in a series of phone calls and interviews as well as by conducting internet searches. They needed to find out the professional strategies of the targets, what their top priorities were and what might stop them helping out. Did they need to be encouraged to support the work of LearnRight on the constitution or be prevented from opposing?

WORKSHEET:

Akida had a 'chance meeting' with curriculum review chair Peter and, because LearnRight had recently developed the questions, she was able to put some of them to him. Akida was able to set up a meeting with Najma who was very useful and interesting. However, Akida was unable to approach Janet and Ismail, both of whom were too busy, so she spoke to people who knew them.

These interviews allowed LearnRight to adjust the rejection scale and write short profiles of each target. The extra research threw up some surprises and barriers but also some opportunities. They wrote short portraits of their target audience.



The Minister of Education was involved in the discussions and development of the constitution before he got into politics. He could be a key supporter.

Najma – curriculum director – is deeply involved in creating the new curriculum. She wants all the help she can get. Peter – chair of the curriculum review committee – is a bit belligerent and only wants one new thing in the curriculum – skills for 21st century jobs.

Janet, director of teacher training, we already know, has religious qualms about some things in the constitution but she is also very conscientious and is tasked with teaching the curriculum. She devotes a lot of time to mentoring young people and she believes in continuous training for teachers but has a very limited budget.

Ismail – head of the National Head Teachers Association – is a bit of a maverick and is not easy to get hold of. Akida learned that he is very influential and the LearnRight team are doing more research on how and where they might manufacture a "chance meeting"

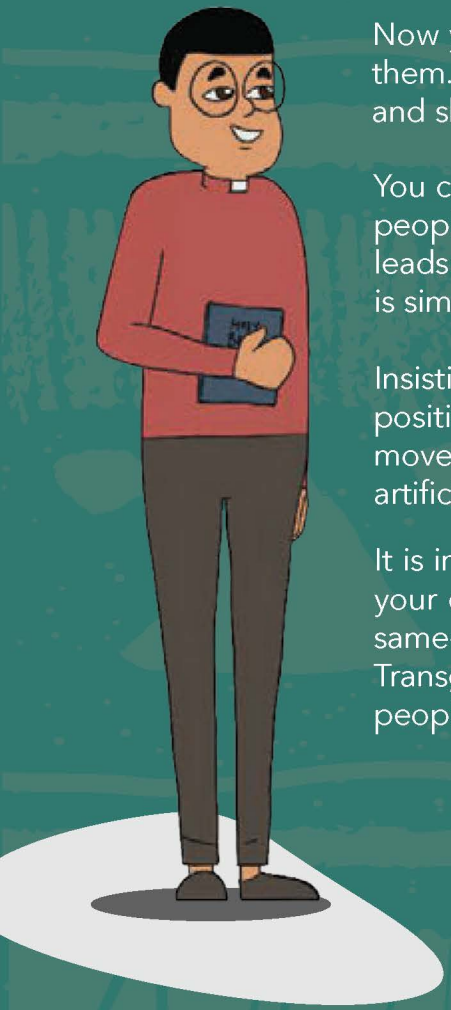
Akida personally reached out to each of the 12 members of the final target group, the curriculum review committee members, to map out the allies and those who might oppose the proposed changes to the curriculum. The 12 curriculum review committee members are a mixed bag: LearnRight has plotted them on the rejection scale, with plans to communicate to them depending on where they are on the scale.

MODULE 4

What do you want them to know and do?



Messaging and Asks:



Crafting messages and asks

To persuade people to support you, you must craft the right message and then ask the right questions. In Modules Two and Three you identified the people who can be persuaded to help you reach your objective. You identified who needed to say 'yes' for you to reach your objective. You plotted them on the rejection-adoption scale to see where they were in relation to your objective and you did some audience research, so you would know how best to communicate with them.

Now you need to decide your [message] that is what to say to them. In Module Four you need to think what will resonate with them. You need to craft messages that appeal to their priorities rather than yours. Your messages need to be compelling, concise and show respect for them and their views.

You cannot move anyone from -200 to +100 on the rejection-adoption scale in one go. In fact, you may never. A key mistake people make is to assume that the goal of communicating to an audience must be to convert them to the cause. This thinking leads organisations to believe that the only communication that matters is that which converts opponents into supporters. This is simply not true. There is value in small changes.

Insisting that your audience have a complete change of mind may come across as bullying or even shaming people for their positions; these feeling are more likely to increase resistance to your objective. The real key for grassroots social change movements is to engage people in a flexible adaptable way that finds ways people can contribute rather than insisting on an artificial standard of "real support."

It is important to be realistic about how much your communications can achieve in a given timeframe and it is crucial to focus your efforts where they are valuable. For example, you are unlikely to persuade a religious leader to speak up in support of same-sex marriage, you could however persuade them speak up against violent attacks on LGBTQI (Lesbian, Gay, Bisexual, Transgender, Queer, Intersex) persons. This is the kind of message that you should seek in communications. A message that links people's beliefs and values with the change you are seeking to bring about.



Messaging and Asks:

For some people the best approach is to prevent them from working against you [neutralise], rather than attempt to shift their mind set.

For those whom you will need the approach is to shift their mindset, then prompt action from them; change how they think about the issue and then get them to act in a specific way to support your cause. For those who are already acting in support of your cause, you should consider growing them into [champions] for your cause. A [champions] is someone who has influence / clout with either the general public, policy makers or donors and uses that influence to persuade people to support you.

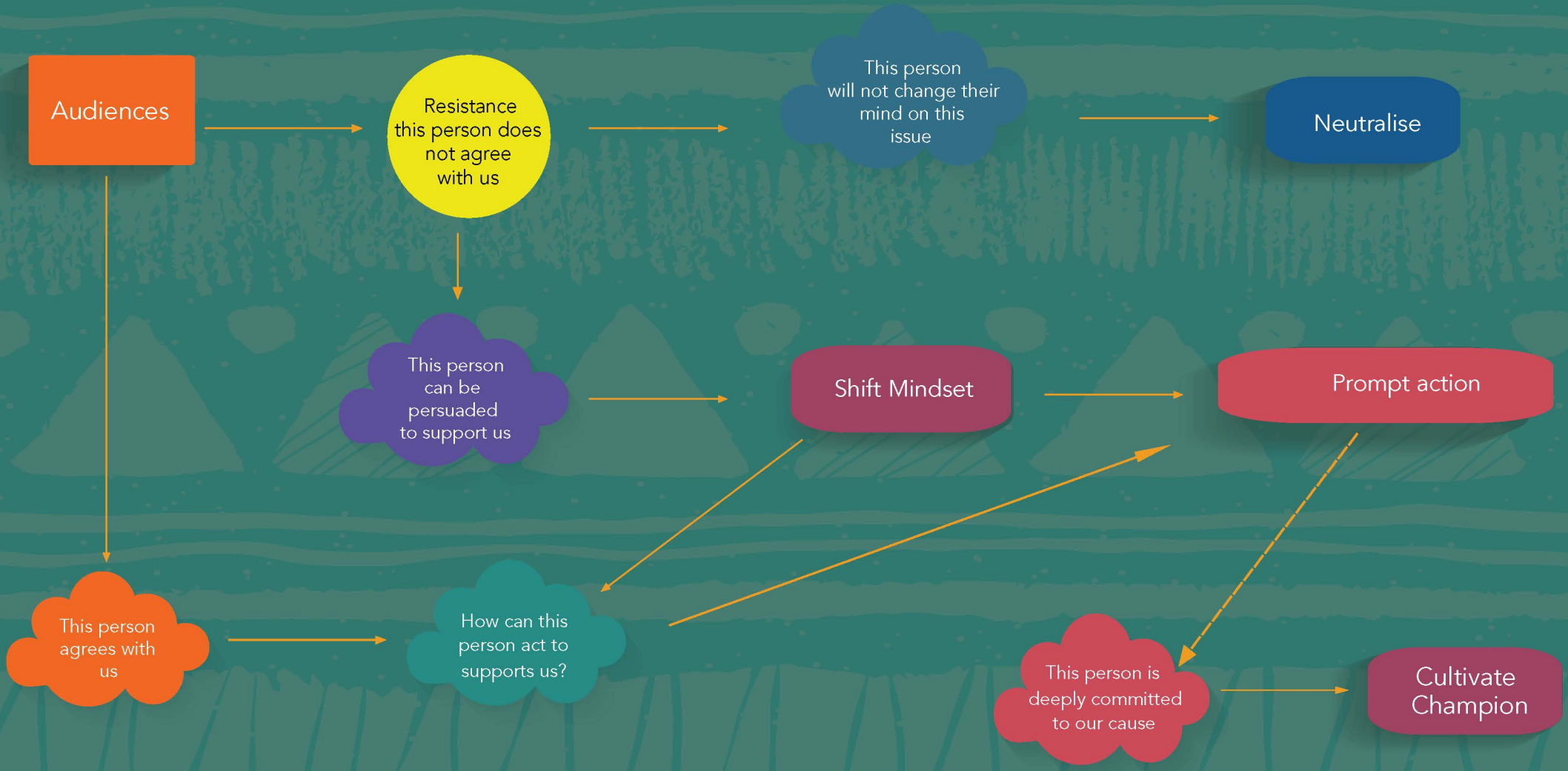


Figure 4: How to communicate with your target audience on the rejection-adoption scale

CASE STUDY:



The right message for the right target - Pro-LGBTQI intervention in the Ugandan Police Force

One of our partners works in Uganda to support– among others – LGBTQI people who find themselves in police custody. They spend a lot of time in police stations and know their way around the system. They noted that police were arresting people not for committing crimes but rather for simply being perceived as gay.

So, in 2013 they decided to work with police stations to persuade them to take fewer LGBTQI people into custody in the first place. They approached police stations they knew well and tried to teach them how to do their job. It did not go well.

"We had to rethink the whole thing."

Their setback encouraged them to go back and identify the correct target. This turned out to be the Directorate of Human Rights at Police HQ rather than individual police stations. At the directorate they spoke directly to the person in charge of human rights compliance. They analyzed their target as being responsible for human rights so were able to pass on the message, "we can help you do your job more effectively." In time, the directorate contacted the relevant police stations. The individual police stations then invited our partner in to conduct training on rights-based policing.

Asks:

Messaging is important but there is one key element that is often forgotten. You have to know what you want your target to do and you have to [ask] them to do it. Many times that colleagues have had successful meetings with decision makers – be they government ministers, senior police officers or pastors - but have never asked them to do anything. Always have an ask.

Why is it so hard to ASK?
We have worked with many passionate, talented and hardworking social change activists who have a hard time ASKING. We asked them why and got some interesting responses. Do you recognize yourself in any of these statements?

"If I am having a conversation with a government representative, it sometimes feels more important to keep the conversation going than to potentially kill the conversation by asking them for something they will not give me."

"Nothing is more disheartening than NO. I hate hearing that. So, I don't ask."

"I really don't think that my advocacy targets are ever going to agree with me. Why bother?"

"They never do anything to change. I've just stopped asking."

"I've noticed that I sometimes think that the ASK is implied in the information I have given them. I've set out the problem so shouldn't the solution be obvious?"

"It just feels rude. I was raised that it is impolite to harass people for things."



Things to bear in mind when ASKING:

1. Ask for something they can give. When dealing with people representing institutions this is crucial. Your landscape analysis allows you to determine their roles and responsibilities and thus appropriately tailor your ask.

2. Remember the rejection-adoption scale. Be realistic about how far you can move in one ask.

3. Break down your ask. It is more effective to break down your ask into chewable chunks for your audience. What do you need from them right now? What baby steps can they take that will build to the bigger ask?

4. Be specific and straight forward. ASK in the clearest terms you can muster.

5. Every no gets you closer to a yes. Every no is an opportunity to learn more about your audience, break down your ask, challenge your assumptions and refine your ask. Embrace the no as an important step on the path to YES.

Objective setting:

The last most important aspect of crafting an ASK is to present your audience with the opportunity to act.

It is not enough to tap into your audiences' motivations and persuade them to act for you. They must have the ability to do that which you are asking of them. Lastly and most importantly you must present them with the opportunity to act.



While this applies to all objectives, it is especially important when working around behaviour change. Let's say a community organisation working in a peri-urban town on issues of environmental conservation has an objective around disposal of trash in dustbins. They need the local authorities to support them and the community to adopt proper disposal.

Motivation: For the community a cleaner town means fewer diseases and a nicer environment for them. The local authorities will also benefit from this communal good however they might also benefit from it on a professional level as their town could be a model town and the profile could benefit them professionally.

Ability: The community can physically put trash in dustbins and local authorities can sign off on permissions for the organisation to set up dustbins.

Opportunity to act: The dustbins must be supplied and maintained. It is the presence of a dustbin that presents them with the opportunity to properly dispose of their trash. The consequent collection of that trash then reinforces the behaviour. As such local authorities should be presented with the opportunity to act by supporting the collection and disposal of the trash from the dustbins.

Developing your Messages:

TOP TIP - You don't have to develop all your messages all in one go. It does not have to be a facilitated session but involve communications and programme staff

Think about what your target audiences are interested in, what they care about and what their priorities are. Use that knowledge to craft a message that help them towards their goals while also moving toward your objectives?

Types of Messages

Review where your audience is on the rejection-adoption scale. Are they new adopters who need to be prompted to act? Are they rejectors who you are trying to win over or neautralise? They could also be rejectors who would act if they knew how it would further their own interests? Use the information from your audience research to decide what type of message would be most impactful for each particular audience.

Messaging can get very complicated but if you stick to the four main types of messaging you'll be on your way!

01

1. THE CONNECTING MESSAGE

This message is about connecting to what your audience really cares about. Consider their values and try to find common ground. You might spend a lot of time here for audiences that are new to your message. For those who are already with you, it is a quick reminder before you move on to another message point.

2. THE BUY IN MESSAGE

Review where your audience is on the rejection-adoption scale. Ask, what might be getting in the way of them supporting you? There are so many different views out in the world and many are misconceptions. They might be basing their views and decisions on misconceptions about your issue. A good buy-in message addresses and counters your audience's misconceptions. Provide a new and / or surprising perspective that helps them overcome their barrier to moving along the rejection scale. Countering misconceptions needs to be done carefully respectfully and diplomatically so does not come across as bullying or lecturing.

02

03

3. THE ASK MESSAGE

Always remember to ask your audience to do something, to take action. This message – the ask – is critical. Once you have their attention through the buy-in message or the connecting message you need action from them that will contribute towards reaching your objectives. Make sure your ask is SMART!

4. THE YOU WIN-WE WIN MESSAGE

This is a message that convinces your target that acting for you also benefits them. Link their priorities to your interests.

04

Please note that not every audience needs every type of message. For example, adopters may only need the ASK and the you-win-we-win message while ardent adopters may only need an ASK message.

WORKSHEET:

LearnRight worksheet example

For each audience LearnRight wrote down the values that drove them. They identified the values that were most important when considering what they wanted to say and used them to develop their messages.



The Minister of Education
Values of fairness, equality – he was involved in the constitution review.
Value of action/change/recognition – he sees the education system as failing children and he wants change, NOW!
Value of inclusivity, education for all, 'no child left behind' (he has a niece with a learning disability, with whom he is very close and he thinks the system is failing her).

One value to focus on – no child left behind.

They also identified factors that could potentially get in the way of the audience doing what they were asking them to do.

No time, bigger fish to fry.
Partisan politics – his government is more focused on health than education – 'if it ain't broke, don't fix it approach' – but he is passionate about change.

Biggest problem - time.

The four sections of LearnRight's message to the Minister of Education:

Connecting Message

The constitution was developed for all citizens – primary school is the place to reach them.
A constitution is of no use if people don't know what it means for them.

Buy-in message

Your legacy – Education for ALL, no child left behind.
If children know their constitution, they will be better citizens.

The Ask message

Make a formal pledge at a national gathering – e.g. Constitution Day Public Holiday – A curriculum fit for the 21st century must include our constitution.
The time is now – and it won't cost the government anything to make it happen.

You-win-we-win message

This is your opportunity to inculcate the values of fairness and equality in the next generation.
It is within your power to change how this nation educates its children.

WORKSHEET:

LearnRight worksheet example

In our LearnRight example the organisation wants to ensure there are two modules about the constitution in the revised primary school curriculum by the end of the year.

01

1. THE CONNECTING MESSAGE

Peter, the curriculum review committee chair, believes everyone deserves a chance to have a productive job, so he only wants skills for 21st century jobs. The message that, if young people understand the constitution they will have an active role in building the country, can get him to rethink the value of learning about the constitution.

2. THE BUY-IN MESSAGE

Janet, the director of teacher training, is wary about some parts of the constitution on religious grounds. They also know that she spends time mentoring many school children. She sees how some children have less opportunities than others. Highlighting that the constitution protects all children - children with disabilities, marginalized children for example – can bring her closer to buying into the teaching of the constitution.

02

03

3. THE ASK MESSAGE

Najma is a key audience member as the curriculum director. They know, though, that she is very busy. LearnRight can provide Najma with information on how the two modules in the constitution could look in the curriculum. This could be in the form of a really impressive and clear graphic. This makes it easy for Najma to take action; to share the proposal for inclusion of the constitution in the new curriculum in their next meeting. LearnRight can also have conversations with a number of key curriculum review committee members before their meeting. They can ask them to take action: to support Najma's proposal. That way, getting action (the inclusion of modules on the constitution in the curriculum) is more likely because LearnRight has been very strategic in its communications to its target audiences.

4.YOU-WIN-WE-WIN

In the country that LearnRight works in, the constitution is 'new'; it was adopted in the 2000s. Aligning the curriculum to skills for 21st century jobs AND the 21st century constitution gives the curriculum a modern, forward-looking feel. This appeals to most of the curriculum review committee, who want to be seen to be contributing to building a more prosperous country.

04

Testing your Message:

What you need for testing messages

Time: You can test your messages over a time span of a couple of weeks Involve communications and programme staff; you might even use research partners to help you

Output: Messages for each of your audiences that have been tested and are ready for roll out.



Low Cost Message Testing Methods

Message testing can sound intimidating but, as with audience research, there are many low cost and time efficient ways to get the information you need prior to deploying your messages to your intended target. Even though you have researched your audience and found out more about their values and lived experiences you can still trip up at this stage. If you don't test the choices you have made for your messages, you might not reach your intended objective.

How to test messages:

Message testing is about getting feedback from your audience before you deploy your campaign.

1. Know what you are looking for

For testing to be worthwhile you need to have an idea of what aspect of the message you are testing. Are you testing the framing of a message? Are you testing the values evoked in your campaign? Are you testing images to see if they resonate? Whatever you decide, you will get more accurate results if you focus on one specific thing.

2. Prepare your messages to test

Distil your message: Think hard about your objective and the things you know about your [target audience]. You need to clearly bring out the key thing that you think will resonate with them in each message. It might be a value, an emotion or a metaphor. Focus on that and do not allow it to be diluted by other things.

Keep it short and simple: Aim to contain your message within a short paragraph of 2-4 sentences. You want your audience to be able to absorb the message with minimal effort so do not try to do too much.

You do not have to test one message. In fact, you can test two or three to see which is most effective and why that is the case. However, you do have to ensure that each of your messages is tested in its most concise form.

How do you do it?

3. Choose your methodology

This will be determined by what you are looking for; depending on the time and budget available to you, we often recommend a combination of the following three methods.

01

Ask-A-Friend Test

Sharing the content with a friend and asking for their quick response to it. Ideally, your friend understands or relates to your target audience.

Benefits - Easy! Even a short conversation can help you ensure that your meaning is coming through. Some information is better than no information at all.

Downside - Unless your friend is a member of your target audience, be careful about drawing strong conclusions from their feedback. If possible, talk it through with a friend who is unfamiliar with your work. This can help you understand what is unclear or unconvincing to an audience that does not share your expertise.

02

Semi-Structured interviews

One-on-one conversations that loosely follow a script with flexibility to hear the thoughts and interests of the interviewee.

Benefits - They give you detailed insight into an individual's attitudes and reactions and encourage respondents to share things that they might not be comfortable or confident enough to share in a group setting.

Downside -Time intensive.

03

Focus groups

Small groups of people (usually between six and ten) are brought together for an hour or so to have a conversation about your messaging. These people need to be representative of the [audience] you are trying to reach.

Benefits - They give rich data on how people think about a topic, offer multiple perspectives and give insight into social desirability (what is okay to say and think in society).

Downside - The results can be affected by the group dynamic, you need a skilled facilitator to probe the group well. Focus groups take time to organize.

4. Understand your results

You must know what you are trying to find out in your message testing i.e. will this message resonate with the members of the curriculum development committee? Always make sure that any research firms or partners that you are working with understand this too. This means that you might have to challenge not only your assumptions, but any assumptions or biases that your research partners may have.

The best way to make sure that your biases are not colouring your interpretation of the results is to analyze your findings in the open. Involve as many people from as many different parts of the organisation and ask them to 'sense-check' your preliminary findings.

Here is a resource on low cost message testing.

Case study:



Testing your messages - Maasai Mara Wildlife Conservancies Association (MMWCA)

Objective: Reduce the number of fences within Maasai Mara conservancies by 20% in 2017.

MMWCA is an organization that represents the interests of landowners within the Mara conservancies. They use their collective power to advance the interests of landowners and ensure representative, sustainable and equitable conservation within the Mara. They faced a challenge as their members put up fences that disrupted wildlife migratory paths and led to wildlife deaths. Audience research revealed that MMWCA members were fencing their land as a statement about ownership ie - this land is leased for tourism, but it belongs to me. Based on this insight the MMWCA team developed three messaging concepts to test among their members before rolling them out.

1. "Don't fence yourself in"- this approach was to emphasize the inconvenience that resulted from fencing. Members were having to walk further to access water points and main roads as a result of fencing.
2. "Our land for a shared future"- this approach was to emphasize issues of sustainability and the financial benefits of keeping the wildlife alive.
3. "Fencing kills"- this approach was to emphasize the cost of fences to wildlife and biodiversity.

MMWCA developed [content] (in this case it was a calendar whose pages had a photo and a caption) for each messaging approach. They then developed a testing guide and convened focus groups with small groups (eight - ten people). They had identified landowners, wives and eldest sons as the key influencers on decisions to fence land. They were informally convened in three groups.

"Initially we thought that the direct approaches that tackled the cost to biodiversity and the economic cost would be the most effective. What became clear in testing was that telling people that they were not making sustainable decisions about land use and that wildlife was suffering made them more defensive about their choices and their right as landowners to make those choices," Frank Mukwanja, MMWCA Head of Communications.

The first approach tested the best because it acknowledged the landowner as the ultimate decision maker and highlighted the ways they (and not wildlife or tourism) were affected by the decision to fence their land. The process of message testing helped identify a campaign that positively reframed the issue to address the day-to-day concerns of the landowners.

MODULE 5

How do you communicate with them?



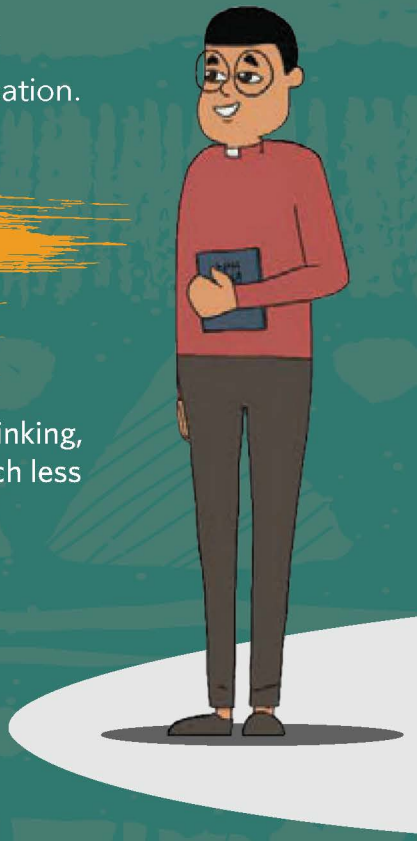
Choosing your channel:

Picking the appropriate way to deliver your message:

This module deals with how you are going to get your message to your audience [channels] and the direct actions you will take when using these channels [tactics]. How are you going to get your message to your intended audience? In the case study in module 1 the billboard was a channel but the choice of location of the billboard was a tactic; it enhanced the effectiveness for the channel.

We have already analysed how our targets think in previous modules. Let's take it one step further and think about how our targets receive information and news. Think about their existing behaviour. What sources of information do they already use/respond to? Do not invest in channels that your audience do not, or will not, use and trust.

Assess the resources available to you and see what channel is most practical for you. You need to approach your choice of communications channels with an open mind. Be ready to do a bit of research on how your audience likes to receive information. Think hard about which channels could be most effective to reach and engage your audiences



TOP TIP:

When in doubt, ASK. You can ask the person themselves or ask someone who knows them.
If we know where they get their information, we can design tactics that will reach them when they are at their most receptive.

There is a great tendency to over-complicate things when coming up with communications tactics. People often start the process thinking, "I would like a shiny video." But there's no point spending a fortune on a video that no-one is going to see when you can spend much less on a well-planned meeting and a specially tailored background paper focused exactly on your target.

What you need for choosing channels and messengers
Time: 2 – 4 hours
Involve communications and programme staff

Output: For each audience, a channel and tactics ready for implementation

Communicate like you are developing a relationship with your audience. Remember that your audiences are also people, who have busy lives. Communication that builds a relationship will be communication that is useful to them, that engages them where they are; it will often be interactive. Invite them to engage you on the issues you care about.

Choosing your channel:

Often it will not be one specific way but a mix of several methods. For instance, in the "chicken of change" case study our partner developed merchandise to get the door open for them, then a one-on-one meeting where they explained their position and left behind fact sheets with the basic data they wanted policymakers to reference in their discussions. What is the message you are trying to share? You may need to use a range of channels to achieve all your objectives.

You will need to decide what sort of engagement you need from your audience. Engagement goes beyond how people respond to your message to consider how they will interact with your cause. Different communications channels offer different levels of engagement.



Low Level Engagement:

Some channels serve purely to share information with your audience about your cause or specific aspects of your cause. Here information flows outwards from you to your audience. These channels include traditional media (TV, radio, newspapers, billboards) merchandise, fact sheets, press releases. These are well suited to awareness campaigns as they reach the highest number of people.

Medium Level engagement

A second type of engagement is offered by channels that seek to involve your audience in your cause. In these channels, information flows both outwards and inwards as you not only share information with your audience about your cause but also invite them to give you their input on how you are going about it. These include launch events, social media conferences, newsletters, town hall meetings, blogs, exhibits posters, road shows, street dramas. While they reach fewer people they also tend to reach an audience that has the technical capacity to enrich the process.

High level engagement

These are channels that empower your audience to act as information flows not only outwards and inwards but also sideways. Your audience goes beyond engaging you on your cause to engaging each other and even those outside your target audience group. These include emails, one on one meeting, letters, phone calls.

Choosing your channel:



Some communications channels are more useful for communicating complex information. Others can be efficient ways of delivering short pieces of relevant information. This can also contribute to influencing your decisions on communications channels.

The key thing to remember about communications is that channels which allow for real-time, two-way communication such as phone calls, village barazas and small meetings at town centres are always the most effective.

The primary thing that will influence the channel you choose will be the resources available to you. However here are some of other factors that should guide that decision.

1. How does your audience normally receive their communications?

Will your audience find the channel credible and accessible? Do not assume that the channel your audience are most engaged with is the most appropriate for your purposes.

2. The kind of message are you trying to communicate?

Does your message require a response from your audience or are you merely sharing information with them? Or is the message also intended to sharing information with, allay fears, influence attitudes, or change behaviour? Is the channel appropriate for your message?

3. What are your values as an organisation?

Grassroots movements are fuelled by the relationship between organisers and their community so bigger flashier tactics may have the effect of undermining that relationship and being rejected as an "outside agenda."

SHUJAAZ INC. / WELL MADE STRATEGY

In 2016 at Shujaaz Inc. and Well Made Strategy we realized that people with power on the other side of the world were not as convinced by our offering as we had hoped. "It all sounds good but are you creating measurable behavior change with your media and consulting services?" Asked programme directors in Seattle, San Francisco, Washington DC and London. But they weren't asking us directly, they were asking their programme officers. We analysed what was going on and decided we needed to directly target these directors.

But this was tricky. They receive newsletters every day, hundreds of emails and policy briefs. How could we get to them? By analysing their use of social media, we realized that some of them tweeted a lot but we have too complicated an offering to explain in 160 characters. How could we get more nuanced information to them? We did some research and found out that they also listened to a lot of podcasts when traveling and commuting.

We assessed the communications resources available to us. Since 2010 Shujaaz Inc. has been producing a radio show for East Africa's largest youth platform, Shujaaz: so we already had an in-house studio [resource]. Combining this advantage with our communications expertise, we set about developing a podcast aimed at just six people that showcased what we were doing. We then supported it with Twitter and direct emails.

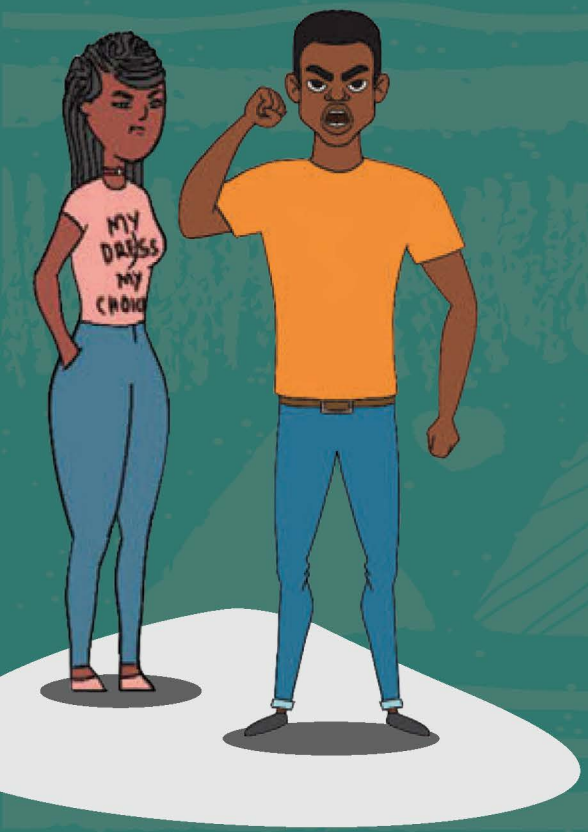
Two years later, we had communicated to all six of our targets through the podcast. We also get loads of other people listening to our podcast and it has led to great connections and conversations. But by focusing directly on the six people we wanted to reach out to and using a media we knew appealed to them, we were able to achieve our objective of convincing the decision makers that we were creating measurable change among our target audiences.

SHUJAAZ INC.

well made strategy



Choosing your Messenger:



How to choose a messenger

Sometimes the best channel to use to deliver your message is a person / persons who have influence with your target audience, This is your messenger. The best tactic to enhance this channel is to make sure to make the right choice.

In Module Four we discussed cultivating champions for your cause out of adopters. However, this is not a default move, it is important when having a discussion on channels and tactics to discuss how to go about choosing a messenger.

Have an honest conversation about the people you are considering cultivating into messengers. It all depends on your audience.

Are they respected? The most common mistake is to choose the most popular or the loudest voice on the issue to be your messenger. The best choice is the most respected voice. Your messenger is not simply a person who gets heard but rather one who influences action.

Can they cut through? Sending a respected academic to a village baraza may alienate audiences rather than spur them to action. Your audience may also pay more attention to a new voice over one from whom they are used to hearing the message. Our experience teaches us that youth listen more to their peers on sexual and reproductive health than experts outside their peer group so perhaps it is more effective to cultivate informed peer champions to speak in high schools rather than send the district health officer round to every high school; he may be the expert but they won't be listening.

How is your message being received?

Creating [feedback loops]

You need a [feedback loop], that is a way to know the effect of your communications on your audience. When you have feedback loops in place you will be in a good position to know whether your communications are getting to the right people. It will also help you know how they are receiving your messages. You need feedback loops so that you are always improving your communications – particularly your messages and your channels.



Schedule review dates

Once your communications strategy is up and running you will need to review progress with your team. This needs to be factored into your plan. A monthly communications meeting with the team will go a long way to keeping you all on track in your communications (Module Six has more detail on this).

WORKSHEET:

LearnRight's Example:

Who is your audience?
The Minister of Education

What is the message (developed in Module Four)?
Connecting Message - A constitution is no use if people don't know what it means to them
Buy-in message - Your legacy – Education for ALL, no child left behind. If children know their constitution, they will be better citizens
The ASK message - Make a formal pledge at a national gathering – e.g. Constitution Day Public Holiday – A curriculum fit for the 21st century must include our constitution – The time is now – and it won't cost the government anything to make it happen
You win, we win message - This is your opportunity to inculcate the values of fairness and equality in the next generation. It is within your power to change how this nation educates its children.

What is the purpose of your communications to this audience (developed in Module Four)?
To get the minister's buy-in and weight behind the curriculum changes. To get him to pledge his backing publicly

Where do your audience already get their information from? What [channels] do they use and trust?
Meetings – we know he loves being in public spaces; he hangs out at a club in the capital city where many lawyers go. He finds out information from people he knows. He doesn't use much social media.

What would be the most appropriate channel for this message to this audience?
One-on-one meeting, with information in a graphic, specific merchandise

Who is the best messenger for the message?
Akida, LearnRight's Executive Director, with a mutual lawyer friend that they identified

When and how will you do this? (timelines and activities)
LearnRight has found out that Akida will be at the same international education conference in South Africa as the minister. They request a meeting with him at the conference through his personal assistant. The LearnRight Executive Director makes sure she approaches the minister at the opening session to confirm their meeting.



How will you follow up to find out the impact on the audience and whether it contributed to your objective (developed further in Module Six)?
Follow up with the minister's PA to thank her for setting up the meeting; follow up with his speech writer. Has the minister mentioned the constitution in the curriculum in any public speeches? Follow up with the minister himself. Ask Najma on the curriculum review committee.

WORKSHEET:



Communications Tactics:

Audience: The Minister of Education

What is LearnRight going to do?

1. Develop specific merchandise for the Minister of Education

2. Produce a graphic/small pack on the need for the constitution modules. They could look like a constitution shaped booklet containing key points

3. Set up a one-on-one meeting with the Minister of Education

4. Informal chat with the Minister of Education (at a bigger forum/meeting)

5. One-on-one meeting with the minister (with merchandise and pack)

6. Follow up with
    a) his PA
    b) his speech writer
    c) the minister himself
    d) Najma on the curriculum committee

7. Research whether he has mentioned it at any events (through our networks)

MODULE 6

How do you know whether you have influenced them?



Measuring your Communications:



In this module you will develop your communications activities and a template for reviewing the impact of your activities i.e. reflecting and learning from what you have done.

We know how important measurement is in the work that we do but many people are scared at the thought of measuring communications. But you shouldn't be – it's easy and really useful.

Measurement combined with testing saves money and increases efficacy. The key is to plan for measuring and review at the beginning. Going back and measuring interventions retrospectively is very hard. If you decide at the outset what you are going to measure and when you are going to review it, you will be able to learn from your successes and your challenges, change course at little expense and hit the targets for which you are aiming.

When setting objectives in Module One, think about how you will measure your progress and when designing tactics think how you will measure their impact. Committing to a culture of review, reflection and learning will make your communications more effective. This, in turn, will help your communications contribute to getting you to your objective more quickly and efficiently.

When developing a plan for [tactics, monitoring, evaluation and learning] you need to put together all your worksheets from the previous five modules. Below are the outputs you should have from each of the previous modules that will help you develop your MEL:

Module 1: 3-4 objectives (SMART)
Module 2: Your audiences plotted on the rejection scale
Module 3: Written portraits of each audience
Module 4: Your messages for each audience
Module 5: Your channel and messenger for each audience

What you need for developing your MEL
Involve communications and programme staff
Use the worksheet for each audience
Output: A clear plan of your tactics, ready for implementation

Monitor, Evaluate and Learn

Defining what we want to monitor, evaluate and learn [MEL]

The success of a communications strategy depends on a culture of reflection. You must be willing to reflect, listen, learn and change.
This will make all communication efforts responsive and effective. When it comes to MEL it doesn't have to be complicated, but you must make time for it. Reviewing and reflecting will up your communications game. Whilst it might feel that 'you don't have time' to do this, you will soon see how much it improves the impact of the work you are doing AND helps get you to your objectives more quickly. Invest your time in MEL and it is win-win.

Evaluation is a part of your communications planning – and, if you have been through all the modules, you have already got involved in quite a bit of evaluation already. You have gathered evidence to guide the design of your communications. Firstly, you set your objectives and then in Module Two you identified audiences and asked questions so that you could plot them on the rejection scale. In Module Three you were learning more about your target audiences so that your communications could connect to their values, emotions and lived experiences. In Module Four you tested your messages. These are all part of monitoring, evaluation and learning MEL.

MEL should be done at both a process level **(are we doing what we planned to do)** and at an objective level **(are our intentional actions moving us closer to achieving our objectives).**

Process evaluation is generally quantitative in nature. For example, the number of tweets / retweets on a particular event; the number of emails sent regarding some new findings; the number of fliers / merchandise distributed; the number of media appearances; the number of meetings with the Minister of Education etc.

Remember you are answering the question: Did we do what we planned to do? Because this approach measures what you do rather than the effect it has, your staff can develop a simple internal tracking system to count activities, materials, or other efforts related to your communications.

Objectives level evaluation looks at the effect of your communications on the target audience. Did your communications have the impact you wanted it to have? Did it get your audience to do or say what you wanted them to do or say? Did it contribute to changing what people believe, or how they behave? Did it contribute to the policy change you were working towards?

Objectives level evaluation needs more thought and planning. Remember, though, that your objectives in your communications plan are time bound and short to medium term. Objective level communications MEL, is about assessing the effect you are seeing from your communications tactics on the objectives you set and learning from it.

After Action Review

In order to create a learning culture within the organisation and promote tighter feedback loops, every significant communications intervention should be evaluated as soon as possible using an After Action Review. An After Action Review is a structured review process for analysing what happened, why it happened, and how it can be done better by the participants and those responsible for the event. After Action Reviews should be used as part of a cycle of establishing intent (or setting of objectives), planning, preparation, action and then review.

After Action Reviews are team exercises which should be done in groups and held in an open and constructive environment, promoting a non-judgmental discussion which allows collective judgments to be forged and creates a consensus about the most important lessons to be learned. Ground rules can include:

- Be specific; avoid generalizations
- 'Park' recriminations ("that's a conversation for another day")
- Focus on issues related to the activity's purpose or objective
- Focus on identifying corrective actions and solutions to address areas of weakness
- Summarize often
- Focus on the way ahead

A simple structure for an After Action Review is to collectively brainstorm four lists, in this order:



Establishing "agreed facts" is important because often different team members were not aware of what others did and sometimes it emerges that there was a divergence of opinion on "what was supposed to happen". When answering "what actually happened", metrics are invaluable. For example, what does the Mailchimp report say about the emails that were sent? What do the Google Analytics say about the relevant web pages (like report downloads or views of blog posts)? How many of the people who attended our baraza signed our petition and committed to supporting our initiative? In the case of the meetings: how did members actually respond to the message that we passed on? The answer to "why was there a difference" almost always involves subjective judgment. And the answers to "what can we learn from this" represent a collective consensus of "shared opinions".

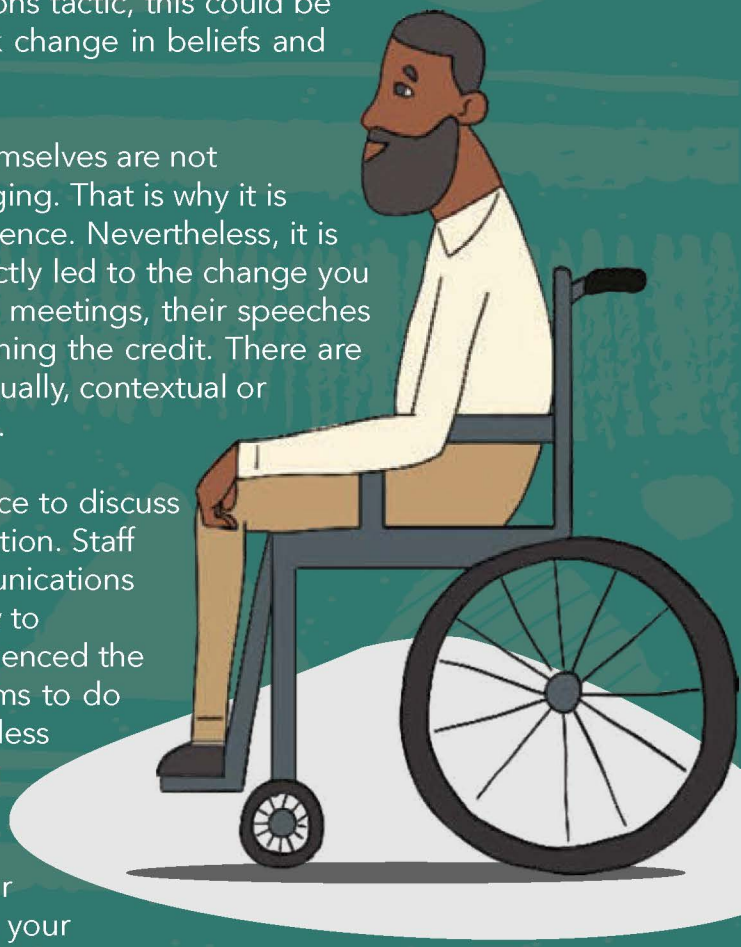
After Action Reviews should be carried out as soon as possible, while the team is still available and memories are fresh. Participants in an After Action Review should include all members of the team. The following should be used as a format for writing up review meetings:

- Agreed facts that not everyone was aware of
- Any divergence in perception of the objective(s)
- What we should definitely do again next time
- What we'll do differently next time
- What we won't do again next time

You will need to ask some questions about your communication's contribution to the objectives. Developing good [indicators] helps you to do this. And then you can track this over time, in a similar way to your tracking of the process evaluation indicators. The difference between process level and objective level monitoring, is that process level monitoring can be done in-house, by your staff. With objective level monitoring, it is likely you will need to find out from other people/institutions. Depending on the communications tactic, this could be something as simple as a phone call or it might need more developed evaluations that can track change in beliefs and attitudes within a target audience.

Trying to influence policy change or implementation can be difficult to measure. While policies themselves are not difficult to track, being able to attribute the change to your communications tactics can be challenging. That is why it is important to keep the communications channels open with the policymakers you are trying to influence. Nevertheless, it is important to document your own contribution to the process even if you cannot prove that it directly led to the change you were advocating. Keeping track of your communications to decision makers, their participation in meetings, their speeches and declarations, Twitter activity etc. is essential. You would still need to be cautious around claiming the credit. There are many factors that influence policy decisions. Your communications tactics might be one of them. Equally, contextual or political factors might well out-weigh your communications, and you will need to acknowledge this.

The MEL worksheet will help drive your learning. Your monthly communications meeting is the place to discuss the MEL worksheet. This is where you can look at both the process level and objectives level evaluation. Staff members can share more details about what worked well and what can be improved. If the communications is having the intended impact (as it is in the LearnRight example) you may need to think about how to communicate that to your partners. How would you celebrate, in your networks, that you have influenced the minister, who is influencing the curriculum review process? You can use your social media platforms to do this. Equally, sharing what does not work so well is a good idea. Being honest and open about your less impactful tactics indicates to partners that you are a learning organisation, unafraid to learn from what does not go well.



Giving yourselves opportunities to regularly review and learn will go a long way to improving your communications and catching things when they are 'off' earlier. It will make you more strategic in your communications. This allows you to use your resources more effectively as you strive to reach your social change objectives.

WORKSHEET:

LearnRight Example

Objective: ***Two modules about the constitution in the revised primary school curriculum by the end of the year***

Audience: Minister of Education

Tactic	Who is responsible	When will the tactic happen?	When to monitor?	Indicator	How will you find it out?
Develop specific merchandise	*Comms team*	*Jan*	*Apr*	*Merchandise (USB Flash drives/planner/ desk calender)*	*Internal – comms team*
Produce a graphic/small pack on the need for the constitution modules	*Comms team*	*Jan*	*Apr*	*Pack*	*Internal – comms team*
Informal chat with the Minister of Education (at a bigger forum/meeting)	*Executive Director*	*Mar*	*Mar*	*ED reports meeting took place*	*ED report*
Set up a one-on-one meeting with the Minister of Education	*LearnRight Executive Director's PA*	*Feb*	*Feb*	*Meeting in ED's calendar*	*Ask ED's PA*
One-on-one meeting with the minister (with merchandise and pack)	*Executive Director*	*Mar*	*Apr*	*Meeting took place*	*ED feedback*
Follow up with a) his PA, b) his speech writer, c) the minister himself, d) Najma on the curriculum committee	*Comms team/ED*	*Mar-Jun*	*Jun*	*Minister talking about constitution in the curriculum*	*Conversations with PA, speech writer etc*
Research whether he has mentioned it at any events (through our networks)	*Comms team*	*Mar-Jun*	*Jun*	*Minister pledge on constitution in the curriculum*	*Research with our networks*

MEL worksheet

Process level evaluation- internal tracking– ***DID WE DO WHAT WE PLANNED?***
LearnRight Two modules about the constitution in the revised primary school curriculum by the end of the year
Audience: *The Minister of Education*

Indicator	***How will you find it out?***	***Month 1***	***Month 2***	***Month 3***	***Month 4***	***Month 5***	***Month 6***
Merchandise	*Comms team*	*Merch designed*	*Merch delivered to LearnRight*	*Merch given to Min of Ed*			
Pack	*Comms team*	*Pack designed*	*Pack ready*	*Pack given to Min of Ed*			
Meeting in ED's calendar	*Ask ED's*		*Meeting for SA set up*				
ED reports meeting took place	*ED report*			*ED meeting report*			
Meeting	*ED feedback*			*ED meeting report*			

MEL worksheet

Objective level evaluation- external tracking: ***WHAT EFFECT DID WE HAVE?***
LearnRight Two modules about the constitution in the revised primary school curriculum by the end of the year
Audience: *The Minister of Education*

Indicator	*How will you find it out?*	*Month 1*	*Month 2*	*Month 3*	*Month 4*	*Month 5*	*Month 6*
Minister talking about constitution in the curriculum	*Conversations with PA, speech writer etc*				*Minister spoken to Najma on the issue*	*Speech writer has instructions to include in a speech*	*PA reports Minister sharing pack with his assistant*
Minister pledge on constitution in the curriculum	*Research with our networks*						*Minister mentions it in Constitution Day Speech*

Conclusion:

Communications is a powerful tool for social change

Planning strategic communications should be both honest and insightful; it should be inclusive and ambitious, realistic and fun. It's exhilarating when at Well Made Strategy we work with teams of committed people and they find that exploring their objectives and targets with a varied group encourages them to re-examine and firm up everything that they are doing. And the joy we feel when people start hitting their social change targets more effectively is why we keep doing this work.



We hope that this handbook can catalyse some of that magic in your work. And as we know it's hard doing it on your own, we have created a Facebook learning community that will help you to bounce ideas off your peers. Please do use it to make suggestions for the handbook and discuss your plans.

It has been our great privilege to work with social change activists across Africa and we have learned a great deal while doing it. We hope that this handbook helps to share some of the things we have learned and we hope that you will get planning.

Put together a varied team and talk about what you're doing, then work out how communications can help you get there. It's simple. It's a great way to work with your team and it's a great way to improve the work that you're doing. Go for it and remind yourselves how great you are at what you do.

Glossary:

Evidence-based communications are efforts to research, test, and evaluate communications that target specific audiences and seek to change knowledge, attitudes, and behaviours related to particular issues. Research might involve, for example, analysing target audience values through opinion surveys or polling. Testing might involve, for example, comparing two possible messages with target audiences. Evaluation might involve, for example, following up with an audience to see what they remember about your communications.

Strategic communications is consistently and persistently saying the right thing, to the right people, at the right time, to mobilize social power and advance your narrative, so you can accomplish short-term objectives and set up long-term victories.

Communications research refers to efforts to gather and analyse relevant information that might inform message development. This could include analysing the current communications landscape for a given topic; the current knowledge, beliefs, values, attitudes or behaviours of particular audiences about particular issues; why particular audiences might understand or perceive issues in particular ways; and/or what others have already learned about the effectiveness of relevant communications efforts. For example, analysing the communications landscape might involve looking at all the ways that a given issue is covered in traditional media sources in order to get a sense of the common language and ideas used in reporting on that issue.

Communications testing is a narrower set of research activities designed to determine the effectiveness of specific messages with particular target audiences when developing a communications campaign. For instance, testing might involve focus groups, interviews, or polling with groups that are representative of particular audiences, in order to see if messages are persuasive.
Communications evaluation refers to efforts to understand the effects of messages on target audiences after they have been disseminated.
Communications infrastructure is fundamental knowledge, skills, tools, institutions, and systems necessary for individuals and groups to communicate effectively and in coordination with each other.

Target audiences are the groups and individuals whose knowledge, attitudes, and/or behaviours you need to change to reach your goal.
Audience segmentation involves identifying subgroups based on defined criteria, in order to better tailor your communications to particular target audiences. This can include demographic information, such as age, urban/rural, level of education, etc., as well as other criteria you prioritise.

Framing refers to how communication shapes the meaning of information and the way we think about it: by what is included, excluded, and what associations are created. We frame every time we communicate.

A **message** is a discrete unit of communication intended for a particular recipient or group of recipients.

A **story** is an account of incidents or events. When done effectively, a story has the potential for narrative transport, which means people strongly relate to the story's characters or experiences.

Glossary:

Audience analysis is a process used to identify and understand target and influencing audiences for a communications strategy. A narrative is a collection or system of related stories that are articulated and refined over time to represent a central idea or belief. What tiles are to mosaics, stories are to narratives.

Communications channels are specific ways of transmitting a message to an audience. For instance, a newspaper is a communications channel. Facebook is a communications channel.

A **communications campaign** is a planned set of related communications activities to generate specific outcomes in a large number of individuals and in a specified period of time.

Audience mindset refers to the life experiences, identities, beliefs and values of an audience, which influence how the message is understood and interpreted.

Cognitive biases are systematic errors in thinking that affect the decisions and judgments that people make, as well as how communications are understood and perceived.

A **mental template** is a set of images and associations that people have with something or someone they encounter in the world, which unconsciously impacts their emotional reactions to communications.

Public opinion is an aggregate of the individual views, attitudes, and beliefs about a particular topic, expressed by a significant proportion of a community.

Social norms refer to unwritten rules and expectations governing behaviour in groups or societies. They are the unplanned, unexpected result of individuals' interactions and can indicate what is acceptable and what is not in a society or group.

A **media audit** is a process of analysing coverage and existing message frames of an issue in the media to: Identify the message frames that dominate the conversation; the advocates and opinion leaders who give voice to each perspective; and what biases may be embedded, even unintentionally, in the language journalists use to report on the issue.

A **peer and competitor communications audit** involves reviewing the external communications materials of other influential advocates and opinion leaders on an issue and mapping out where each organization falls in relation to the others.

Baseline surveys take the temperature on an issue to see where people stand at the beginning of a research project.

A **public opinion research review** examines research that has previously been conducted on a topic.

Social listening involves analysing online comments on news articles and/or using social media as a barometer of public opinion.

Glossary:

Narrative analysis and construction refers to a process of examining existing stories to create a detailed picture of the storytelling frames being used.

Focus groups involve small groups of people who are brought together for an hour or so to have a discussion about a topic with a skilled moderator. Focus groups can help reveal peoples' values, emotions, identities and reasoning patterns as they engage on an issue in an interactive setting.

Online focus groups (also known as **online bulletin boards** or "**qual boards**") can allow participants to be recruited from a larger geography and interact within a virtual environment.

Social influencer focus groups are focus groups conducted with influential audiences such as community leaders, who are often a tipping point for shaping public opinion.

Semi-structured interviews refer to one-on-one conversations that follow a script loosely, with flexibility to follow the thoughts and interests of the participants and allow researchers to probe more deeply into an individual participant's attitudes, beliefs and feelings.

Surveys (online, by phone, etc.) used to test messages will usually involve asking people to read a message and then answer some questions. The results will tend to be analysed with statistics.

Dyads, triads, and **quads** are small group sessions that help researchers understand how friends or family members talk with each other about complex issues.

Online diaries allow participants to share their thoughts and experiences over a longer period of time as they take in different perspectives and information.

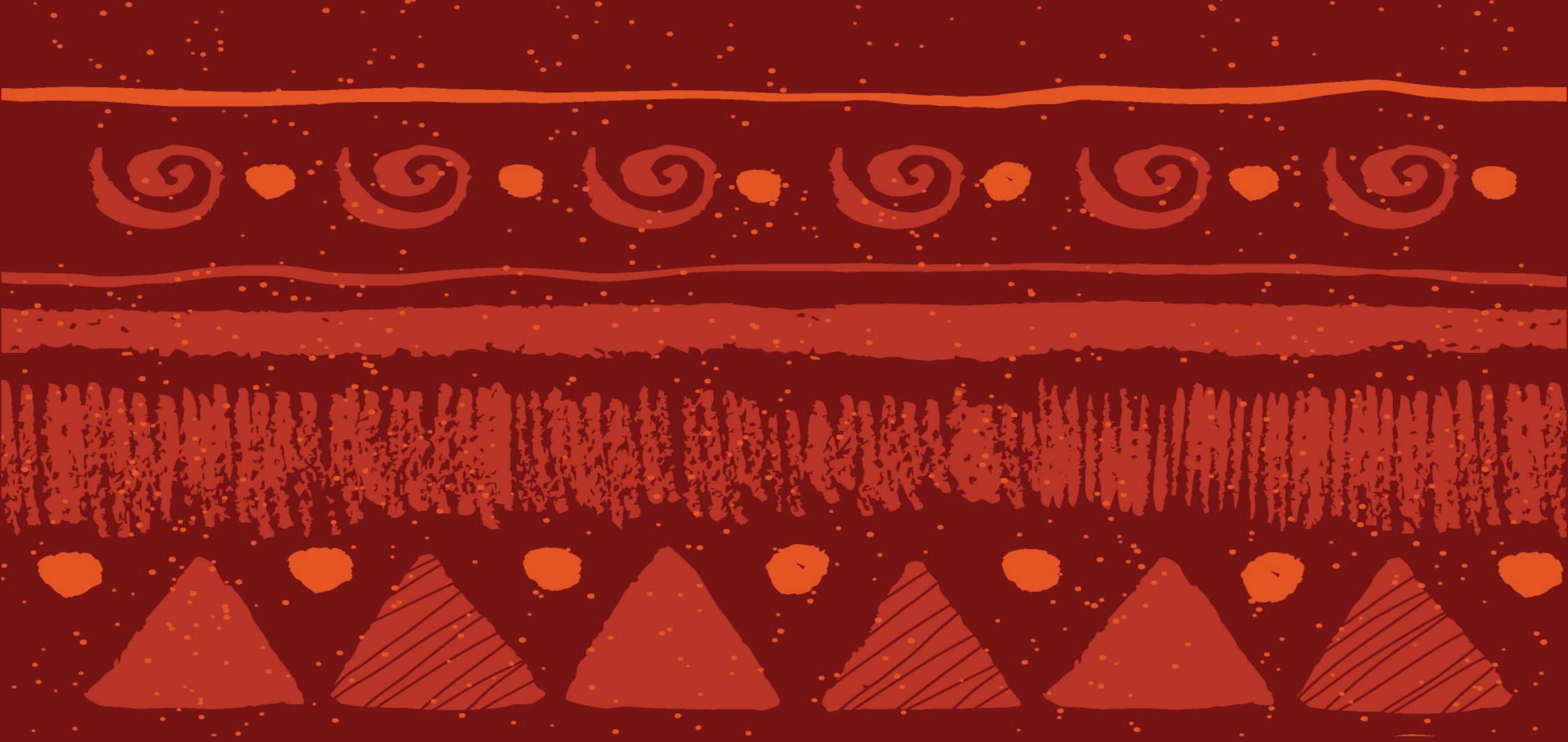
A **nationally representative sample** is a group of people that accurately reflects the population in your country.

A **random sample** is a sample in which everyone in a population has an equal chance of being picked.

Targeted sampling is when you already have a specific group with particular characteristics in mind.

A **snowball sample** is a way of finding people through acquaintances and networks. The idea is to start small and then build up quickly as people reach out to their own networks. It is not random, nor representative.

The **ask-a-friend test** involves asking someone, preferably with similar characteristics to your target audience, to give you a quick response to a message. After all, any testing is better than no testing!



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STRATEGIC COMMUNICATIONS FOR SOCIAL CHANGE