STRATEGIC COMMUNICATIONS FOR SOCIAL CHANGE

HANDBOOK

Strategic communications is a powerful tool for social change

Strategic communications is about persuading people to help you reach your objective and bring about the change you want to see in the world. Communications can help form policy, build support for social reforms, change practice and attitudes, and influence key individuals. To be effective however, communications need to be strategic - well planned, targeting specific audiences with clear messages that resonate with targets and persuade them to take action.

Strategic communications is purposefully using the right channels to deliver the right message, to the right people at the right time 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. This handbook demystifies some of the language used in strategic communications

and supports East African social change activists to do their work more effectively.

For ease of use, the different pages in this handbook are colour-coded according to their function. These introductory pages are 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.

This handbook also reflects WMS' values. It is designed to be machine readable to ensure access for those of our partners who work on issues of inclusion for persons with disabilities. It is also designed to reflect WMS concern for the climate crisis; the book is only available electronically and the workbook is editable in electronic format. In doing this we also hope to model for organisations one of the keys of strategic communications: walk your talk.

About this handbook

This handbook has been compiled by Well Made Strategy which has long experience of 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 the field. Here, we have kept things simple, using day-to-day language. We also introduce the jargon [in square brackets] and explain it. 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.

Who should use this handbook?

With this handbook we seek to move from [outputs] to [outcomes]. Outputs are short term reactions to your communications efforts e.g., retweets, likes or even a news item – results that do not address themselves to the value or impact of your communications; Outcomes refers to longer term change processes initiated by your communications e.g., altered behaviour, and policy/law-making.

Communications done only by the communications team or by an outside organisation might lead to an improvement in outputs like 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. 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 organisational culture. In WMS we refer to this as communicating like an orchestra. With this handbook we hope to help you to more effectively push for a better world for the people you work to support. So please share it widely with your friends and staff.

"At WMS we refer to this as communicating like an orchestra.

Understanding the process of strategic communications

Communications are an essential tool for helping to influence the conversations - whether public policy debate or at community or even household level discussions - around the issues your organisation cares about. When you think about communications, you may be unclear about the different elements of communications. The modules in this handbook address this. 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.

WMS uses a very simple process for strategic communications - Objectives - Strategy - Tactics.

Simply put: 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.

OBJECTIVES
Set your (objectives) first. We use the word objective to mean "the specific change you wish to make in a specific time period." This is the root of the strategy.

STRATEGY
By (Strategy) we mean the key ideas you need to put in place to achieve your objective. Only after you have your strategy should you start thinking about tactics.

TACTICS
(Tactics) are specific actions taken towards achieving your goal and are determined by your strategy.

A common mistake in communications is to do all the behind the scenes work quietly and only communicate when making a big splash on a win e.g., announcing the impact of a long-term project; WMS calls this the submarine approach.

While it might grab attention in the short term it undermines relationship building with both your cause and your organisation. Movements are built on relationships not a big splash.
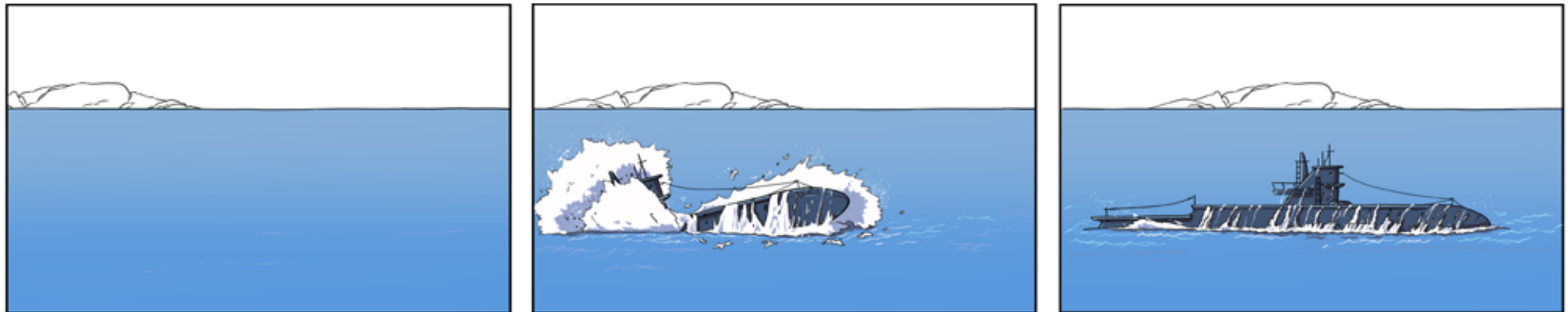
Good communications are a continuous process. In WMS we encourage continuous communication of relevant messages to the right people at every stage of your work. We refer to this as communicating like a matatu.

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 targeting cereal farmers was uneconomical - we 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 their attention.

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 therefore designed an innovative communications strategy that involved delivering cut-out stand-up chickens accompanied by an illustration to their offices! It worked. The chicken got us past the all-powerful secretaries. Our partner was invited to give a 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 catalysing 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 achieve?**
[Objective]

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

3 **How do you connect with your audience?**
[Audience analysis]

4 **What do you want them to know and do?**
[Messages and ASKs]

5 **What is the appropriate way to communicate with them?**
[Channels]

6 **How do you know whether you have influenced them?**
[MEL]

Module 1

What are you trying to achieve?

[Objective]

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 organisation 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. 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.

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

What you need for setting objectives

1 A facilitated session

2 Involve all staff

3 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.

What is an objective?

Setting these objectives is usually the most challenging part of making a strategy. Often people confuse goals and objectives. A goal is a general statement on the change you want to see in the world. Objectives are a series of specific steps to be taken towards that goal. One goal can house hundreds of objectives. Moreover, your objectives should take about 18 months to achieve while goals may take decades. In the 1970's Kenyan women empowerment organisations work towards a goal of the realisation of the economic rights of Kenyan women. For this to happen they had to achieve a series of steps including government abolition of the requirement of permission from a male custodian for women to be formally employed or run a business or operate a bank account, access to credit facilities for women and equal pay for women.

Another mistake is to confuse objectives with tasks. The first difference is the end point; objectives are specific outcomes to be achieved while a task is an activity to be performed. Moreover, objectives involve persuading others to act in a specific way. For example, in the women's empowerment example above they need to convince the government to abolish the law requiring a male custodian, pass an equal pay act and also convince banking institutions to set up structures that grant women access to credit facilities. Convincing the various people and institutions to do all these may involve meetings, a series of workshops, reports, and media campaigns; these are all tasks.

The right objective

Making strategy is about having tough conversations, not avoiding them. To have the impact you want, it is critical that you set the right objective. As a first step, you need to know and write down what you are trying to do/change. When setting your objectives please consider your strengths and expertise as well as making a sober consideration of the actual gap that needs filling. Policy advocacy and behaviour change / norming are two sides of the same coin i.e., social change. 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 rather than national level environmental agencies.

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 e.g., narrowing space for civil society due to censorship, or a progressive bench 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.

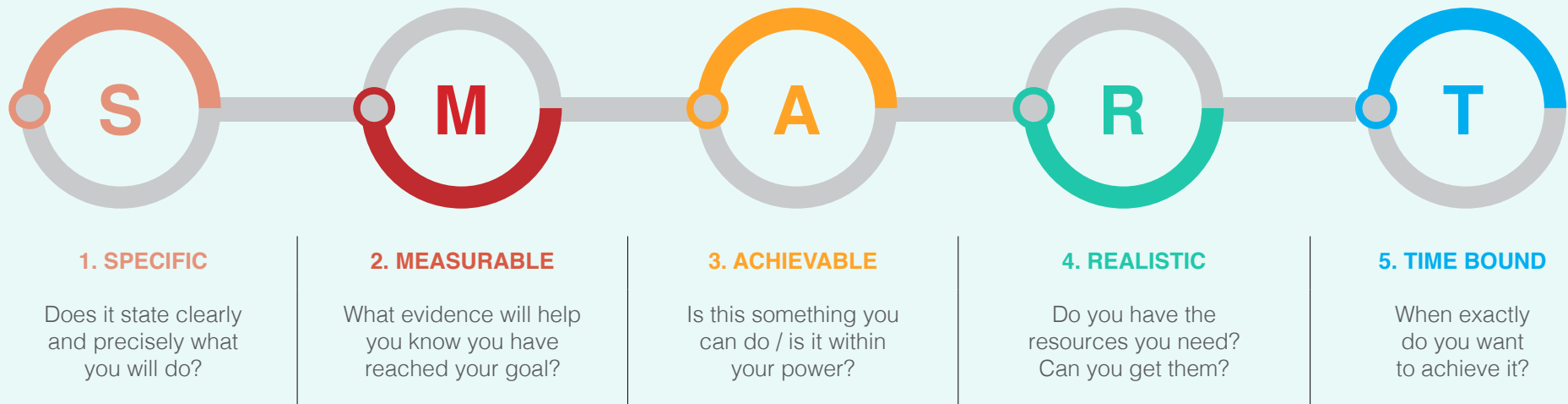Reflect carefully, identify the actual gap and where you are well placed to make the most impact.

A good objective

In communications you are looking for three or four SMART short to medium term objectives that the whole team can work towards.

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 to-do list.

S	**M**	**A**	**R**	**T**
1. SPECIFIC	**2. MEASURABLE**	**3. ACHIEVABLE**	**4. REALISTIC**	**5. 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 / is it within your power?	Do you have the resources you need? Can you get them?	When exactly do you want to achieve it?

"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?

Objective Setting

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.

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 objective.

Set up a Monitoring, Evaluation and Learning plan: (See Module Six).

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 point out blindspots that may exist in your analysis?

Set real objectives - not communications objectives. Communication is not about making a noise. Strategic communications are about using communications as a tool to achieve your organisation's objectives. Your objectives should be about the outcome you want to achieve– 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 organisation
- Confusing 'sensitisation' events with behaviour change
- Confusing well designed policy briefs with advocacy success.
- Forgetting about communications altogether

At this stage, set objectives for your organisation that your whole team can work towards and only then plan communications tactics (Module Five) that will help you to reach them.

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 is too ambitious.

20% 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.
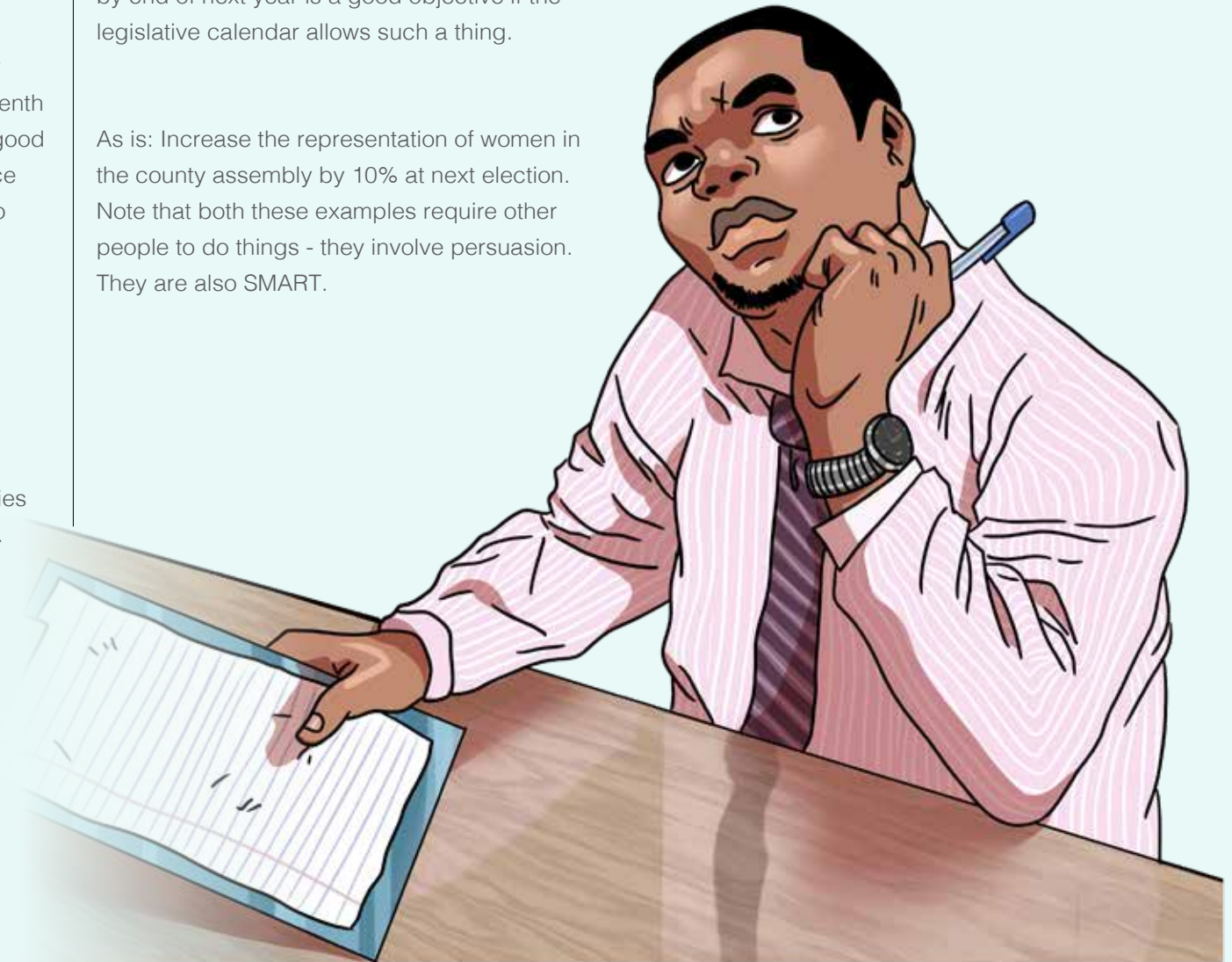
Setting Objectives - Population Council

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.

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

Akida gets the SafeToto team together to plan their communications around one specific objective. Using them as an example, we will show how they plan their communications. This will allow you to see how a strategy develops.

SafeToto began by writing down their vision for a better tomorrow; the goal towards which they work.

Vision
To protect all children from violence, exploitation and abuse.

The right objective
SafeToto began by brainstorming around the right intervention. They needed something that reached children directly and more specifically reached as many children as possible. They considered an objective of holding workshops in all schools on forms of child abuse but quickly realized they didn't have the resources to do that countrywide besides there are millions of children. They wouldn't reach them all.

After much back and forth they decided that what needed to happen was that "children are taught about their constitutional rights in an age appropriate and empowering way." Further discussion revealed that the most impactful way to do this was to have content on the constitution incorporated into the school curriculum.

Landscape analysis

They took note of factors that would help (**+**) or hinder (**-**) this objective

+ The government is currently revising the curriculum.

+ 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 SafeToto stand out?

Objective

SafeToto wrote their objective, "teach children about the constitution in an age appropriate and empowering way" on a flip chart before looking into the statement in more detail. They asked:

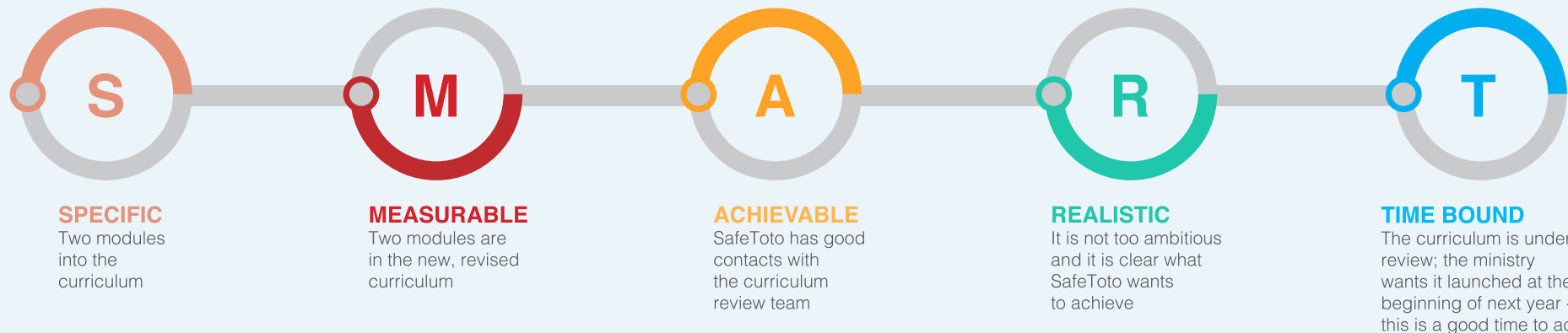"What does it mean?"
"What does it involve?"

They then picked away at their objective. It's not very specific though and how will they measure it? Is it achievable, realistic and time-bound?

To achieve this objective, SafeToto 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?

The reality monitor pointed out that it wasn't very realistic because the constitution is broad and not all parts of it were relevant to the children. Besides if they weren't more specific about what parts of the constitution they wanted included it could fail to have the impact they wanted.

So, they refined their objective to: Ensure there are two child rights focussed modules about the constitution in the revised primary school curriculum by the end of the year.

SafeToto is aware that this would be a first step. They would also need to help with developing teaching guides, training for education officers and teachers; these are tasks that support their objective.

S

SPECIFIC
Two modules into the curriculum

M

MEASURABLE
Two modules are in the new, revised curriculum

A

ACHIEVABLE
SafeToto has good contacts with the curriculum review team

R

REALISTIC
It is not too ambitious and it is clear what SafeToto wants to achieve

T

TIME BOUND
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 reach and why?

[Audience]

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 is the ultimate prize.

In Module One you decided your objectives. Objectives involve persuading other people to act or not act in ways that favour. To do this you need to make sure you know exactly who you need to influence. The best way is to figure out why you need these people and to decide early on how you want to influence them.

You need to be clear on WHO, WHY and HOW?

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.

First make a list of everyone you would like to reach. This is a quick and easy list that might involve any number of people. 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.

For instance, if an organisation sets an objective around changing early childhood education policy in their country, an audience of "general public" is not very useful to them as not all members of society are invested in this issue. Say they refine that audience to "parents." They are still not quite there as parents of high school children or older are not invested in the issue. The correct audience for them is parents of children aged below seven. This is because this audience has children who are currently receiving early education and are therefore highly invested in the issue. This is the specificity you need to apply.

Are these the right people to reach?

For each person on the list of people you would like to reach, answer the question: why is this person important to this objective? Look out for decisionmakers and be sure to include them on the list. A great way to identify decisionmakers is to ask three simple questions

- Who needs to say 'yes' for us to reach our objective?
- Who can kill the objective by saying "no"?
- Whose support strengthens our case for the objective?

In the early education example above parents are actually in the third category i.e., people whose support makes your objective more likely to happen. To review a policy, you need the government official in charge of education in the country to say "yes." On the other hand, if school principals reject the objective i.e., 'say no" the initiative will not succeed as such they must also communicate with principals. Those three questions help them know that the audience must include the government official in charge of education (needs to say yes), school principals (can kill the objective) and parents (whose support strengthens the objective).

At first glance it seems as if the audience is parents of children aged below seven, government officials in the ministry of education and principals. Yet even this is too broad an audience. It would require that the organisation have the resources (time, money and manpower) to reach every single member of that audience. This is not practical, so they need to further narrow it down. They do not need to reach all officials in the ministry of education rather only those who work in the department of Early Childhood Development. They need to find the specific names of the person who recommends policy for review, the person who supervises policy drafting and the senior official who signs off on early age education policy. In a department of hundreds, they are now targeting 3-6 people. They need to find parents' associations and use them as an inroad to distribute their message directly to the parents they need.

To do this they need the names of the chairs of various parents' association boards and use them as an entry way. Lastly they need to find representatives of teachers' associations to allow them to reach principals. This specificity allows them to target their resources in ways that allow for maximum impact.
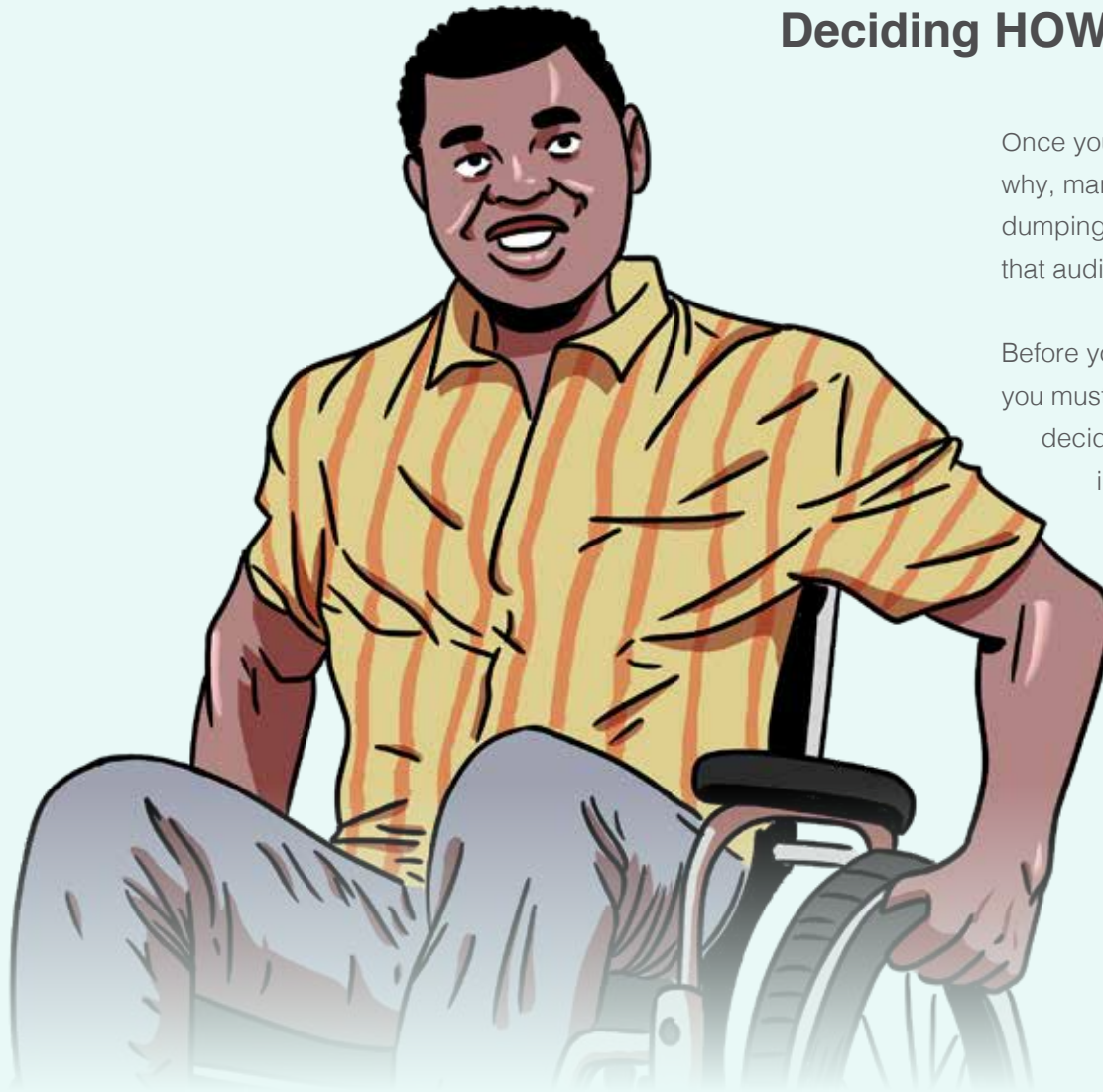
Deciding HOW to influence your audience

Once you know who you need to reach and why, many people make the mistake of simply dumping opinions, requests and information on that audience. This is a waste of your resources.

Before you attempt to reach out to your audience, you must know how they feel about your issue and decide how you want to influence them. This is called [audience mapping.] Audience mapping is the process by which you determine where your audience sits relative to your objective and where you would prefer they be.

This allows you to decide how to get them where you want them to be.

The Rights 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.

We at WMS are using this approach of targeting implementors to ensure climate conscious approaches, in our own climate crisis work.
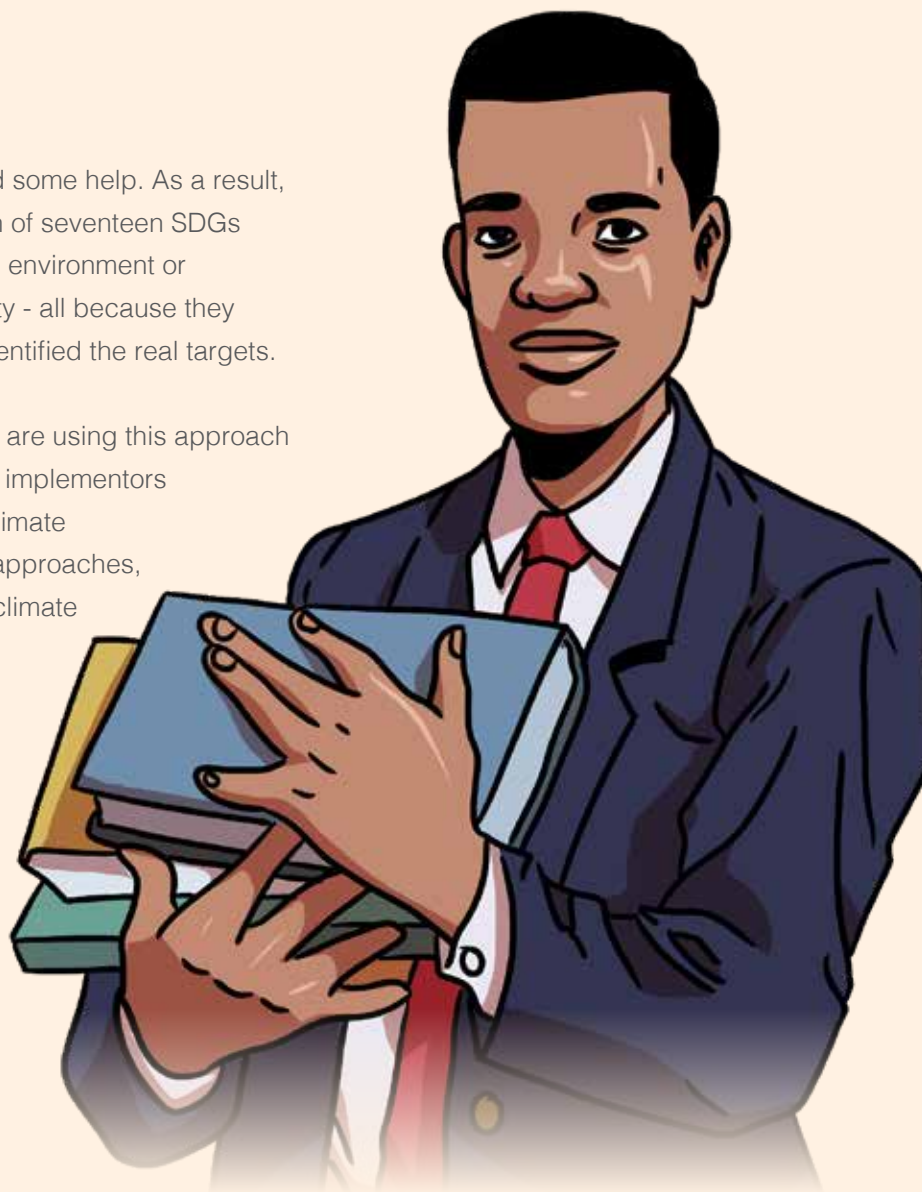
The Rejection - Adoption Scale

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 by our friends at Shujaaz Inc to explain to partners that their potential targets are very rarely neutral - waiting for information in order to make the 'correct decision.' The zero mark on the scale represents complete neutrality on the issue. As such, while the zero mark is the starting point of each audience on the scale, NO ONE STAYS THERE.

Figure 1: The rejection – adoption scale

Those that end up to the left of zero, we term rejectors; those who end up on the right of zero, we term adopters.

A rejector is one who makes the decision, whether informed or misinformed, not to support you or to actively oppose you.
An adopter is one who has the capacity to make change in favour of your objective, makes an informed decision to do so and DOES IT. We often stress to our partners that support is tangible; it is not enough that someone agrees with you, their actions and behaviour must reflect that agreement.

100 on the adoption scale means a person has done all they can to support your objective. On the other hand, -100 tell us that the person is well informed on the issue and does not agree with you. -200 represents a person who not only disagrees with you but is also actively working against your efforts.

Plotting on the rejection adoption scale

It is easier to build on adoption i.e., get a person who already agrees with you to do more, than to overcome rejection i.e., convince a person who opposes you to move for you.

For this reason, movement on the adoption side of the scale is half the effort of movement on left side of the scale, the rejection side.

Plotting the rejection - adoption scale relies on three factors:

Information: Is this person accurately informed on our objective?

Opinion: Do they agree with us?

Capacity: Do they have the capacity to support or hinder us and how are they using that capacity?

Information: Often social change activists make the mistake of assuming that their target audiences are neutral and just waiting to hear from them so they can act on the issue. This is why they rush to do an information dump. In actual fact people will often have heard about your issue. Your first step is to determine whether the things they have heard and know are accurate. This is why for each member of your audience, the first question you must ask yourself is whether this target audience is accurately informed about the issue. If they are, retain them at the zero mark. If not move them to -50 on the rejection side of the scale.

Opinion: The second mistake social change activists make is assuming that if everyone sees the same information, they will arrive at the same conclusion. Consequently, people only oppose you because they lack the correct information. This is not always the case. For example, if an organisation is advocating for access to abortion as a reproductive health right, it would be completely wrong to assume that a Roman Catholic gynaecologist who opposes their work does so

because they lack the correct information. Go back to your audience and ask yourself, does this person agree with our objective? If they do move them to the right 25 points. If they do not move them to the left 50 points. This means if based on the information factor, they were zero and do not agree with you they are now at -50 rejection but if they were at -50 they are now at -100.

Capacity: Does this person have the ability in terms of authority/influence and resources to support or hinder your work and are they acting? If they have the ability to help you, ask yourself whether they are currently acting to support you. Only move them 25 points further to the right if they are currently acting to support you. If they don't have the ability to help you move them to the left 50 points and another 50 if they are currently acting against you.

For example, a ministry technocrat may lack the research or manpower to publish research (resources) on your objective, so you move them fifty rejection points. If the same technocrat has written a memo that your objective isn't a priority for his department, you move them a further 50 rejection points.

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.

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.

For example, there are millions of parents of children aged below seven. But among them some parents may think the focus of early education should be religious education, other parents might think early education isn't that important and that resources should focus on primary education. Also, parents with differing socio-economic backgrounds and levels of education

may have very different concerns. This is the sort of situation for which archetypes are useful.

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 trigger a negative emotional response?

Then plot the groupings as [archetypes].

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 three years.

They knew that the key factor preventing teen girls from seeking sexual and reproductive health 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 to map the different audiences in a 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 on the 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. In fact, they had 29,000+ with 71% of those going on to recommend the clinics SRH services to their friends.
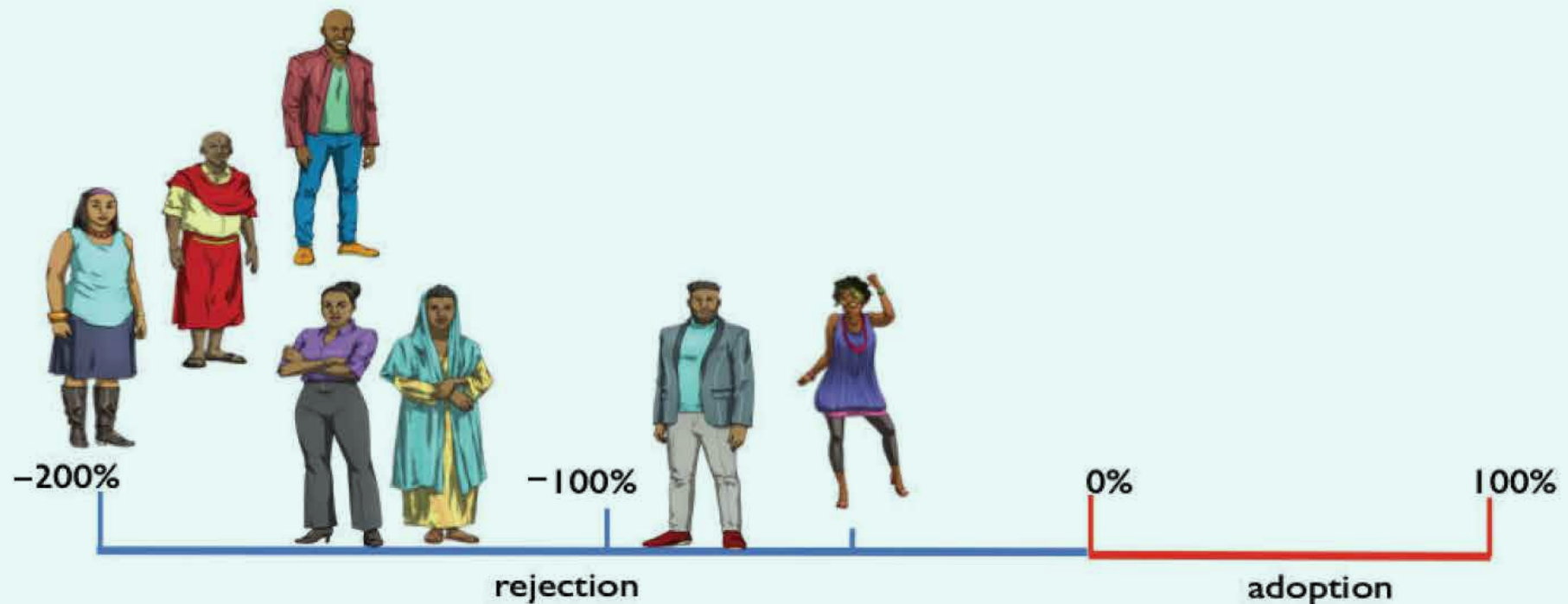
Figure 2: The archetypes plotted by In Their Hands on their rejection - adoption scale

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 wanted 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. 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 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 both uninformed and scared to seek out information, 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.

How to influence your audience

Meeting your audience where they are

Having identified your audience, you need to influence them. The way to do this is 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.

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.

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:

Top Tip:
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.

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, not just your own.

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 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.

Connecting 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 they were 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.

SafeToto's Objective: Ensure there are two child rights focussed modules about the constitution in the revised primary school curriculum by the end of the year.

SafeToto's audience

SafeToto organised a session to think around their audience. Akida, SafeToto's director, thought that the curriculum director would be their main target, because she would be charged with implementing any changes. Some programme officers suggested that they look wider than that at who influences the development of the curriculum? "Who is the boss of the curriculum director?" probed their reality checker. The more they thought it over the wider their audience got as they tried to include every single person who could influence the curriculum. They simply would not have the resources to reach every education government official, teacher and parent.

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

a) The Minister for Education, Mr. Matano needs to be made aware of our work – so that when it gets into the curriculum, he gives it the green light.

b) Peter an influential educationist who has been behind the public demand for curriculum review and is now the chair of the curriculum review committee.

c) Janet from teacher training as any change to the school curriculum also affects the teacher training curriculum.

2. Who needs to be neutralised for us to reach our objective?

d) Monica is a popular educationist, columnist and TV pundit with a huge following who has from the very beginning of the process been opposed to the review as a waste of taxpayer's resources. While she isn't on the review committee the committee is worried about her influence on how their work will be received.

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

e) Najma is the person who is reviewing the specific part of the education dealing with civic education.

f) Ismail is very influential in education circles, sits in the review committee and is also the head of the National Headteachers Association.

SafeToto then tried to plot their rejection - adoption scale but realised that they needed more information. The curriculum review committee had 12 members, but they only had information on 4 of them (Peter, Janet, Najma and Ismail). 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 to fill in their rejection - adoption scale.

Top Tip:
It is much easier to influence a person than an office...

...especially if you have done your research on them and found some common ground.

Dig deep into this and find out people's names and what is influencing their position on your issue.

Eventually SafeToto came up with six targets:

1. Mr. Matano, the Minister for 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 other eight curriculum review committee members
7. Monica??

SafeToto researcher decided to do some desk research on their audience. They read opinion pieces, Hansard and minutes from governments meetings and also watched news clips of their audience members to figure out their curriculum review priorities. Moreover, in their child protection work they worked with a lot of teachers and headteachers. They could tap into their network to ring up former headteachers who were now technocrats in ministry of education for clarifications and to ask some off-the-record questions. SafeToto discovered a number of concerns and influences for which they hadn't initially accounted.

1. Minister for Education, Mr. Matano - is well informed on the process however he sees it as a purely technocratic process. He understands his role as having been to greenlight the review process and is now awaiting their report for further involvement. He refers all requests for meetings on the review process - even from media houses - to the chair of the review committee.

2. Najma is utterly convinced of the need for civic education in the curriculum. However, she is stumped on what to include and what to leave out. During a call she agreed it was necessary for kids to learn about the constitution, but argued that it was just too dense a topic to include in the curriculum.

3. Peter - chair of the curriculum review committee. Peter pushed for the review because he feels that the current curriculum doesn't prepare kids for the job market. He successfully drives the curriculum review process on calls for "21st Century skills" and refuses to consider other talking points.

4. Janet - director of teacher training shares Najma's concerns on curriculum content. However, she is opposed to inclusion of the constitution modules and argues that teachers aren't lawyers. They shouldn't be required to teach law to students.

5. Ismail - head of the National Headteachers Association is absolutely convinced children's rights are necessary but isn't invested in how exactly it will happen, "just let me know how I can help you."

6. The other eight curriculum review committee members: Checking around revealed two broad groups in the other committee members. SafeToto created two broad archetypes

- Mrs. Kamau - this archetype represented career educationists who now worked as technocrats in the ministry. These viewed the curriculum review as a necessary technocratic process which was getting bogged down in unnecessary politicking. While they were only five such members, SafeToto grouped them into one archetype as they represented the opinions of a majority of ministry of education technocrats who just wanted to get going with the process.

- Mr. Kamau - These were representatives from various parents' associations. Like Peter their key concern was preparing students for the job market. However, they were heavily influenced by Monica's newspaper articles and were convinced that the government was trying to undermine their rights as parents to dictate what their children should be taught. They understood their role in the process as keeping it focused on job preparedness.

7. Monica - after some calls SafeToto discovered that her real opposition to the review process is that she thinks the constitution is too soft on family values. She thinks including the modules will be followed by a policy mandating an anti-family values, a pro-abortion and LGBT rights approach to sex education in schools.

| Monica | Mr. Kamau | Peter | Janet | Najma | Mrs. Kamau | Ismail | Minister Matano |

-200%   -100%   0%   100%

Rejection   **Adoption**

SafeToto then reconvened to plot their rejection - adoption scale.

Module 3

How do you connect with your audience?

[Audience analysis]

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 - adoption 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.

Audience research allows you to figure out what you have to offer your audience. You do this by identifying gaps in their resources and figuring out how you can fill them. In the SDGs case study the environmentalists offered the junior technocrats help with research and drafting.

Understanding your audience [audience analysis]
Think deeply about who you are seeking to influence. 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 policymaker's secretary may be 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 audience. 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; this 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 our 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 they were 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 Analysis

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 headteachers in Tanzania from implementing the 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 the internet and there are geographical / time constraints like 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 triggering behaviour change for an

observable habit such as washing hands 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.

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 to., 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. 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, sending a woman to interview housewives may get you more candid responses than sending a man.

Audience Analysis

Top tips for low cost audience research

Create an interview guide:	Ensure your interview guide creates room for personal opinions:	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 have 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 shopping 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. 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.

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 organisation's interpretation of the information available.

Ethics 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. "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.

Treat the information gathered with confidentiality and inform participants that you will do so. Should you later decide to use some of the information publicly offered consider the exposure for your interviewees and make prudent decisions on reaching out to them for permission to do so.

Target Audience

1. The Minister for Education, Mr. Matano
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. Mr. Kamau
7. Mrs. Kamau
8. Monica

What do you know about your target audience that could make your communications better?

SafeToto's Objective: Ensure there are two child rights focussed modules about the constitution in the revised primary school curriculum by the end of the year.

SafeToto 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 are child rights currently taught to children?
- What do you think about the new curriculum? What should it include and exclude?

SafeToto had put the questions directly to some members of their audience in a series of calls and interviews when they were conducting research for their rejection - adoption scale.

They also asked people in their professional networks and did some desk research.

They now began to plan around professional strategies to reach the targets now that they knew their audience's top priorities and barriers.

Using their research SafeToto wrote short portraits of their target audience:

- The Minister for Education, Mr Matano had previously been involved in the discussions and development of the constitution. As he takes pride in being the type of minister who allows his technocrats to do their job, SafeToto needs to find a way to link his passion for the constitution with his role at the ministry. SafeToto in the course of their work had built up a network of legal officers and decided to ask around to find out what had been driving the minister's passion for the constitution.
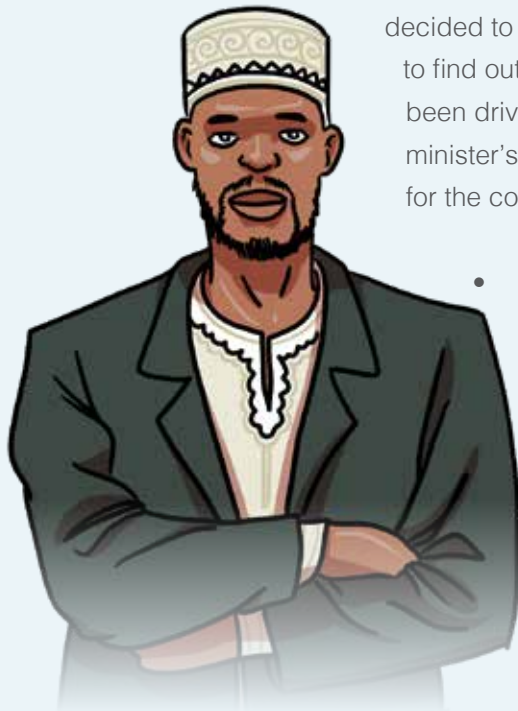
- Najma - SafeToto has experience teaching child rights to children and there is an opportunity here for SafeToto to support her by offering to help with designing the two modules.

- 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. SafeToto needs to show him how teaching children their rights is not in opposition with his priority and if possible that the two priorities work quite well together.

- Janet is very conscientious and is tasked with teaching the curriculum. She wants the best for teachers, and she believes in continuous training for them, but she has a very limited budget. SafeToto needs to find ways to allay her concerns that this new requirement is a drain on the budget by showing her the benefits. SafeToto also needs to reassure her that teachers won't need to become lawyers to teach child rights. This means they will have to help to design a draft teacher training course to accompany the two modules.

- Ismail - head of the National Head Teachers Association - is a bit of a maverick and given his willingness to help them, SafeToto needs to figure out how he can help them out and empower him to do so. There is also an opportunity to use him to reach out to Janet and bring her on board.

- Mrs Kamau is only interested in people who add value to the process. SafeToto must clearly communicate their value to the process.

- Mr Kamau has received messaging against the constitution as such SafeToto needs to first explain clearly explain what they are trying to achieve and why it is important as well as allay their fears. SafeToto must demonstrate that they understand the pivotal role of parents in their children's lives. They need to show that they support "the intergrity of the home."

- Monica has staked most of her public persona on her opposition to the process as such even if they were to reach her she may not publicly change her mind. SafeToto decided that instead of communicating with her they would try to reduce her influence on Mr. Kamau. But they would also keep an eye on Monica and change this approach if they were unable to reduce her influence on Mr. Kamau.

Module 4

What do you want them to know and do?

[Messages and ASKs]

Messages

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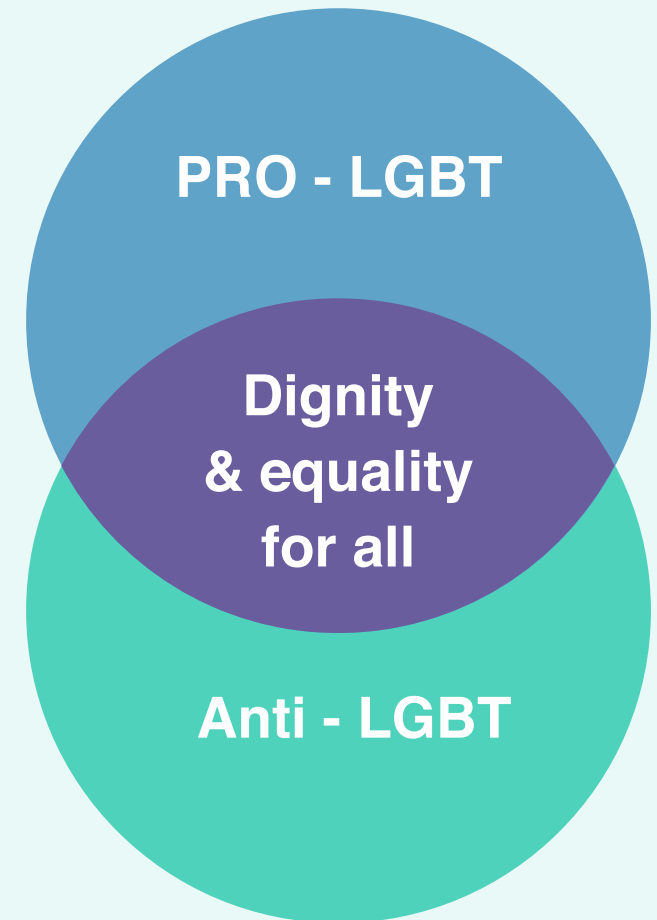
You cannot move anyone from -200 to +100 on the rejection - adoption scale in one go. In fact, you may never. A key mistake people make is to assume that the goal of communicating to an audience must be to convert them to the cause. This thinking leads organisations to believe that the 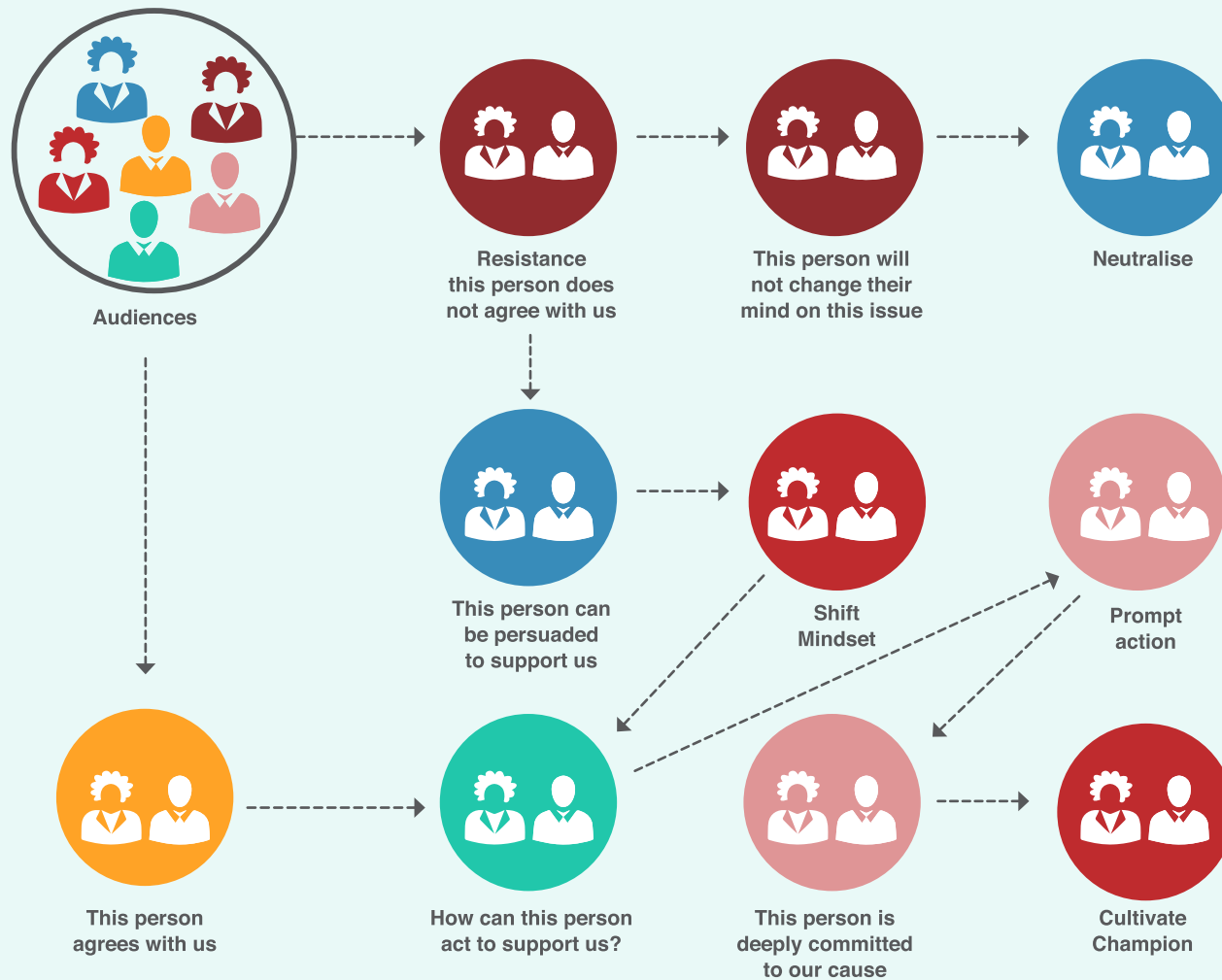only communication that matters is that which converts opponents into supporters. This is simply not true. There is value in small changes.

Insisting that your audience have a complete change of mind may come across as bullying or even shaming people for their positions; these feelings 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. While you are unlikely to persuade a religious leader to speak up in support of same-sex marriage, you could however persuade them to speak up against violent attacks on LGBT (Lesbian, Gay, Bisexual, Transgender) 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.

PRO - LGBT

Dignity & equality for all

Anti - LGBT

Messages & ASKs

Audiences

Resistance
this person does
not agree with us

**This person will
not change their
mind on this issue**

Neutralise

**This person can
be persuaded
to support us**

**Shift
Mindset**

**Prompt
action**

**This person
agrees with us**

**How can this person
act to support us?**

**This person is
deeply committed
to our cause**

**Cultivate
Champion**

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

Some of the people who disagree with you are people you will need to achieve your objective. For these people, you will need to shift their mindset - how they think about the issue and then ASK then to help you by prompting them to act in a specified way. For those who are already acting in support of your cause, you should consider growing them into champions for your cause. A champion is someone who has influence / clout with either a specific public, policy makers or donors and uses that influence to persuade them to support you.

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

The right message for the right target - pro-LGBT intervention in the Ugandan police force

One of our partners works in Uganda to support - among others - LGBT 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 LGBT 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 analysed 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, 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 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 – even if it's only their phone number. 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. And giving someone the opportunity to say yes is a first step on the road to adoption.
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.

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.

Ability: The community can physically put rubbish 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 in one go

It does not have to be a facilitated session but do 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 helps 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 neutralise? 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!

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.

01

1. The Connecting Message
This message is about aligning with 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

02

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? A good buy-in message addresses and counters your audience's misconceptions or provides a perspective that helps them overcome their barrier. Countering misconceptions needs to be done carefully, respectfully and diplomatically so that it does not come across as bullying or lecturing

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!

04

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
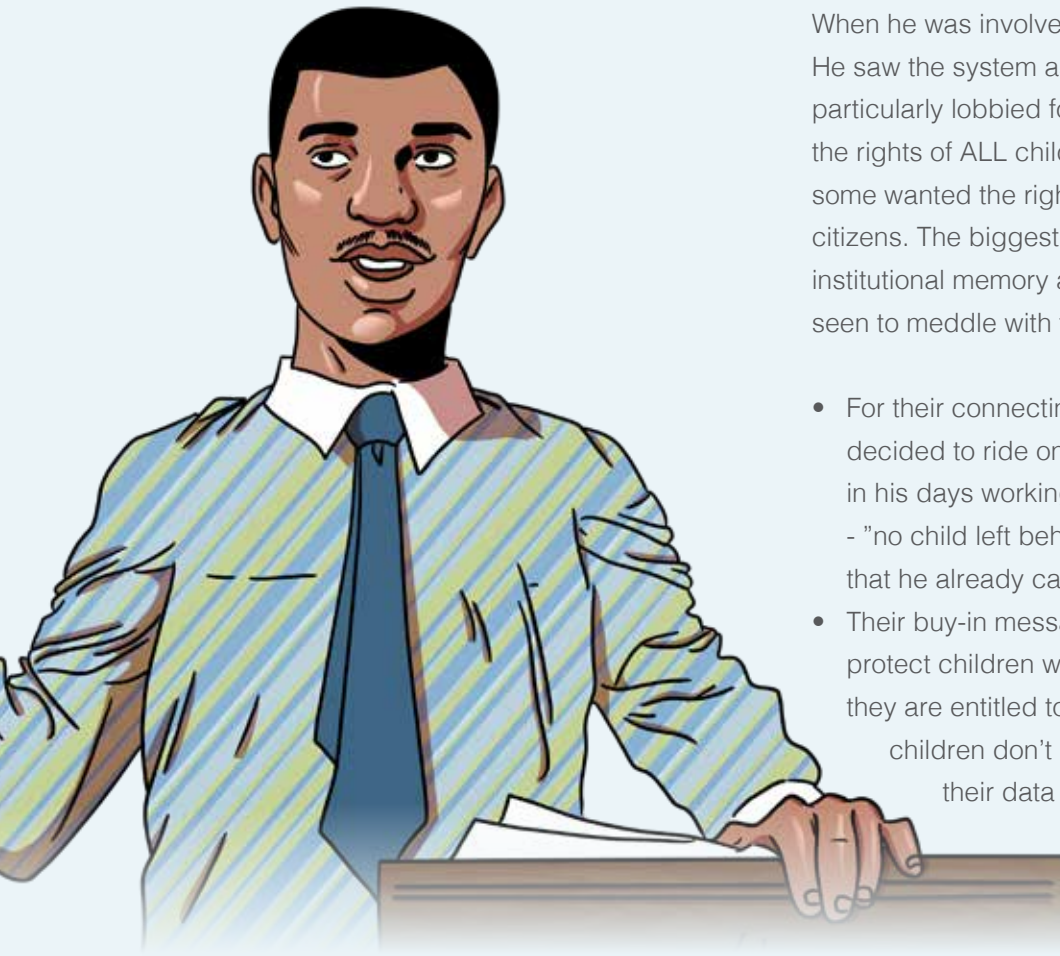
For each audience SafeToto had identified the most important considerations for communicating to them and used them to develop their messages.

The Minister for Education, Mr. Matano
When he was involved in the constitution review. He saw the system as failing children and particularly lobbied for inclusion of language on the rights of ALL children in the country whereas some wanted the right to apply to children of citizens. The biggest obstacle is that he values institutional memory and doesn't want to be seen to meddle with the technocrats' work.

- For their connecting message SafeToto decided to ride on a slogan he has used in his days working on the constitution - "no child left behind" and remind him that he already cares about this issue.
- Their buy-in message was that it is easier to protect children when they are aware of what they are entitled to. The rights are of little use if children don't know about them. They used their data to show that often children couldn't even report violations because they were simply not aware of them.

- Their you-win-we-win message was that this was also an opportunity for him to build on his existing credibility on child rights advocacy. He has a strong history of fighting for the rights of the child and this is one more opportunity for him to build on that history and begin to position himself for international positions around this role.
- The Ask message was that he includes the statements, "A curriculum fit for the 21st century and the future our children deserve must include our constitution. The time is now - and it won't cost the government anything to make it happen." in his day of the child national speech.

This is an important ASK as it is something that he can do without meddling in how technocrats in his office work - it doesn't conflict with his professional ethics.

It works for SafeToto because it has a ripple effect. It signals to the Mrs. Kamau that their boss is on board with SafeToto's objective. Peter has political ambitions, and he will want to be on the good side of those already in the political game; he will be more receptive to SafeToto's messaging. It will also soften those who have resource concerns and make them more open to hearing SafeToto out.

SafeToto decided that Najma, Ismail and Mrs. Kamau needed resources to support their work so they would figure out what gaps they could plug in and approach them with offers to help. Their message was "we understand you have a hard job to do and here is how we can help you out on it".

Janet also needed resources but needed to first be brought into the fold.

- Their connecting message was that children spend more time with teachers than with her their own parents'.
- Their buy-in message was that it is your duty to ensure that teachers are prepared to form those children as best as they can and we understand how tough a job it is.
- The you - win - we - win that SafeToto can help with develop a teacher training course that is easy to implement and that can be co-developed with the student's curriculum rather than as part of an independent process which may take long to get funding approved.
- The ASK message is please support the inclusion of the two modules on the constitution in the review committee.

For Mr. Kamau SafeToto needed multiple messaging and approaches.

- Their connecting message was to acknowledge that parents have a sacred duty to their children and no institution can replace that. SafeToto is an organisation that helps parents protect their children.
- Their buy in message was that this is intended to help you prepare your child to navigate an increasingly dangerous for children world. Think of all the things you weren't taught at home and how hard it was to learn them on your own.
- Their you - win - we - win message was luckily you are not powerless. you have a seat at the table and you have a direct hand in shaping what children will be taught.
- The ASK: support the inclusion of two modules on child rights in the new curriculum.

Testing your message

What you need for testing messages

Time:
You can test your messages over 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 - context - 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 1 - 2 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.

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 insights 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 okey 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 for example 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 analyse 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.

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 organisation 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 i.e. "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 to emphasized 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 emphasized issues of sustainability and the financial benefits of keeping the wildlife alive.
3. "Fencing kills" - this approach emphasized 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?

[Channels]

Choosing your channel

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 One 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

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.

Channels

Often it will not be one specific way but a mix of several methods. 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.

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 you are 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 allay fears, influence attitudes, or change behaviour? Is the channel appropriate for your message?

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.
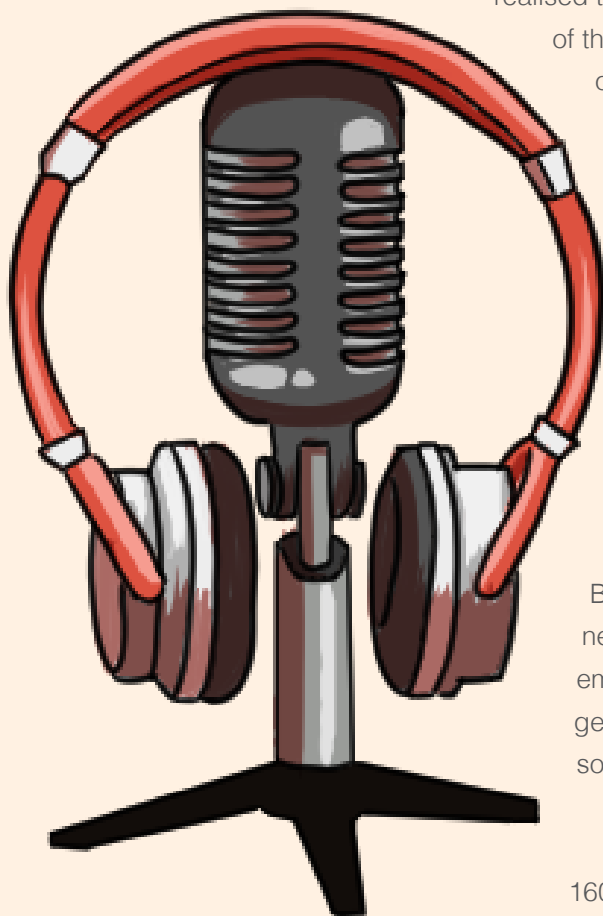
3. What are your values as an organisation?

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.'
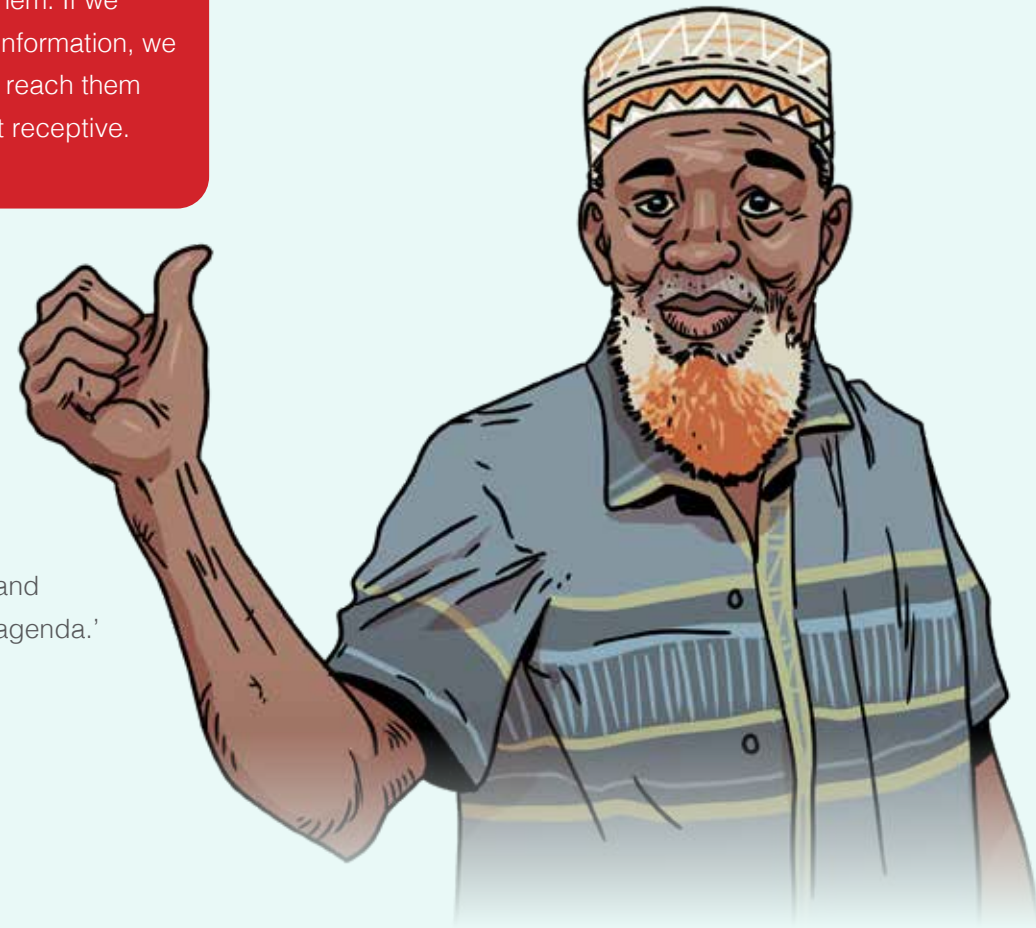
WMS / Shujaaz Inc.

In 2016 at Shujaaz Inc. and Well Made Strategy we realised 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 behaviour 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 realised that some of them tweeted a lot, but we had 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: 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.

How to choose a messenger

Sometimes the best channel to use to deliver your message is someone who has 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 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?

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).

1 THE OLD-FASHIONED WAY

The best way to gather audience feedback is to meet them in person or call them; this builds a real relationship. Schedule times to reach out at the end then make sure you do it.

2 PROACTIVE OUTREACH TO QUIET AUDIENCE MEMBERS

Talk to unresponsive members of your audience for feedback on the communications channels. A slight tweak in your communications channel might reach them better.

3 REACHING OUT TO FORMER SUPPORTERS

This can be intimidating but text surveys or a community meeting with former supporters can yield a gold mine of valuable insight into how to reshape your communications channels.

SafeToto's Example:

Who is your audience?
Mr. Matano, the Minister for Education

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.

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, SafeToto's Executive Director, with a mutual lawyer friend that they have identified.

When and how will you do this?
(timelines and activities)
SafeToto 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 SafeToto 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.

Communications tactics:

What is SafeToto going to do?
1. Develop specific merchandise for Minister Matano
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 Minister Matano
4. Informal chat with Minister Matano (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?

[MEL]

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)
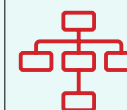Module 2: Your audiences plotted on the rejection scale
Module 3: Written portraits of each audience

What you need for developing your MEL

Involve MEL, communications and programme staff
Use the worksheet for each audience

Output:
A clear plan of your tactics, ready for implementation

Module 4: Your messages for each audience
Module 5: Your channel and
messenger for each audience

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. While 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's a 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-aoption 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 or merchandise distributed; the number of media appearances; the number of meetings with the Minister for 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.

Here you track the success of how each tactic was executed and how it can be improved upon. The correct tool for this is an After Action Review.

Objectives level evaluation tracks 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 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. The tool that supports this is the MEL worksheet.
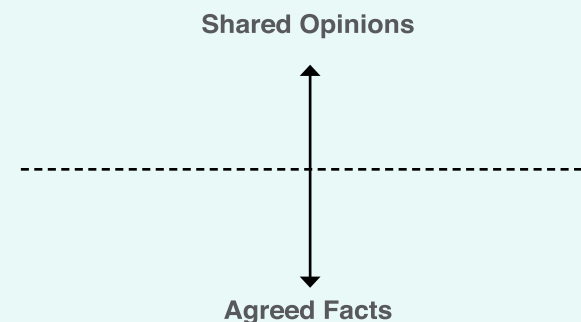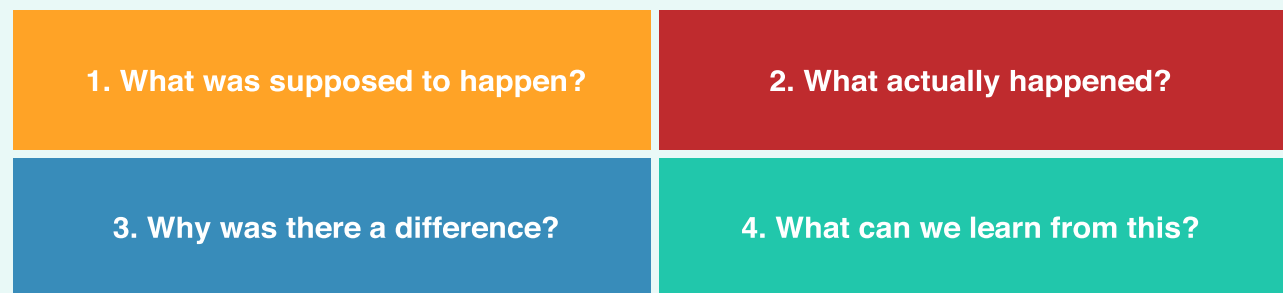
After Action Review

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:

1. What was supposed to happen?	**2. What actually happened?**
3. Why was there a difference?	**4. What can we learn from this?**

Shared Opinions

↑
↓

Agreed Facts

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 after the tactic it is evaluating 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
- What we'll do differently next time
- Any divergence in perception of the objective(s)
- What we won't do again next time
- What we should definitely do again next time

Objective Level MEL

You will need to ask some questions about your communications 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 and objective monitoring, is that process monitoring can be done in-house, by your staff. With objectives 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. 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. That is why it is important to keep the communications channels open with the policymakers you are trying to influence. 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 SafeToto 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.

Process level evaluation – internal tracking – **What did we do?**

Indicator	How will you find it out?	Month 1	Month 2	Month 3
		Fill this in each month e.g.	Fill this in each month eg	Fill this in each month e.g.

Objective level evaluation - external tracking – **What effect did we have?**

Indicator	How will you find it out?	Month 1	Month 2	Month 3
		Fill this in each month on any objective level progress made	Fill this in each month	Fill this in each month

Worksheet

Process level evaluation – internal tracking **– What did we do?**

Indicator	How will you find it out?	Month 1	Month 2	Month 3
Merchandise	comms team	Merch designed	Merch delivered to SafeToto	Merch given to Minister Matano
Pack	comms team	Pack designed	Pack ready	Pack given to Minister Matano
Meeting in ED's calendar	Ask ED's PA		Meeting for SA set up	
ED reports meeting took place	ED report			ED meeting report
Meeting took place	ED feedback			ED meeting report

Objective level evaluation - external tracking **– What effect did we have?**

Indicator	How will you find it out?	Month 1	Month 2	Month 3
Minister talking about constitution in the curriculum	Conversations with PA, speech writer etc			
Minister pledge on constitution in the curriculum	Research with our networks			

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.

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. Its simple. Its a great way to work with your team and its 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:

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!

Audience analysis is a process used to identify and understand target and influencing audiences for a communications strategy.

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

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.

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

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 **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.

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

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.

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.

Glossary:

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

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.

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.

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.

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 **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.

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

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.

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

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

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

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.

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 organisation falls in relation to the others.

Glossary:

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

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

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

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.

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.

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.

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

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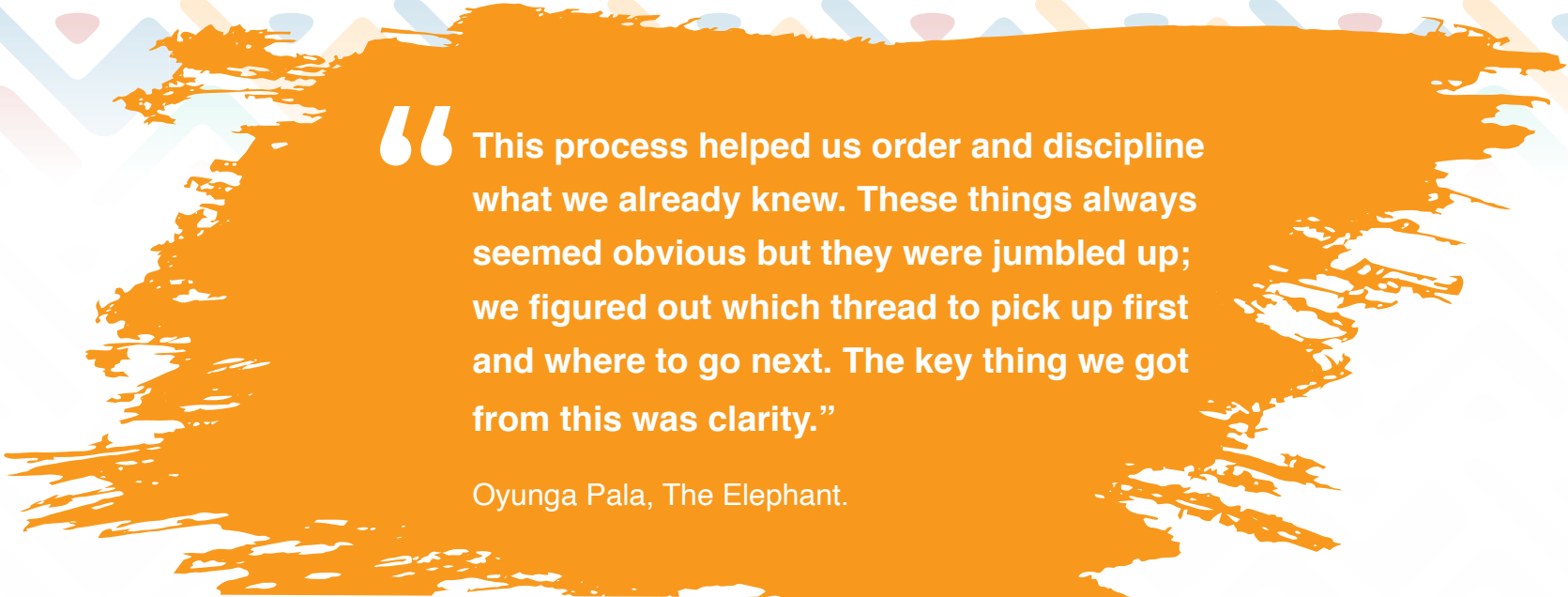
A **story** is an account of incidents or events. When done effectively, a story has the potential for narrative transport, which means people strongly relate to the story's characters or experiences.

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.

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.

Target audiences are the groups and individuals whose knowledge, attitudes, and/or behaviours you need to change to reach your goal.

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

> "This process helped us order and discipline what we already knew. These things always seemed obvious but they were jumbled up; we figured out which thread to pick up first and where to go next. The key thing we got from this was clarity."
>
> Oyunga Pala, The Elephant.

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STRATEGIC COMMUNICATIONS FOR SOCIAL CHANGE