

Communication for Development

A Practical Guide



Schweizerische Eidgenossenschaft
Confédération suisse
Confederazione Svizzera
Confederaziun svizra

**Swiss Agency for Development
and Cooperation SDC**

Communication for Development

A Practical Guide

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**Swiss Agency for Development
and Cooperation SDC**

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Editorial

Communication for Development: a lever for change

Development is a communicative process. Communication tools are vital for the political dialogue and awareness-raising required to bring about social and institutional reforms. This new handbook, "Communication for Development – A Practical Guide", shows how these tools can be used effectively. It complements the FDFA handbook on institutional communication and fills a gap in our methodical toolkit. It is aimed at a wide audience: after all, communication for development is not a specialist discipline for communication experts, but a cross-cutting activity for all development professionals.

Providing access to information is a core function of development cooperation, alongside boosting participation. If vulnerable segments of the population are better informed, they can claim their rights more consistently and use state services more purposefully to pull themselves out of poverty. Information access for all is also a core criterion for the Sustainable Development Goals (SDGs), which the international community adopted in New York in 2015 and which Switzerland actively helped to draft.

So while communication for development is a highly topical issue, it is nevertheless not a new one. For some years now, various communication for development practices have been applied in projects. This handbook explores and systematises these practices. The first two parts of the handbook outline methods and concepts, showing how communication can be planned according to the context and integrated into the project cycle. The third part recounts the SDC's experiences in Africa, Asia, Europe and Latin America. The documentary video catalysing reforms in Georgia's sheep-farming sector, the puppet festival promoting girls' right to enrol in school in Benin, the thematic week advocating for human rights in Afghanistan, and the interactive web game raising awareness of responsible water use in Colombia are just four of the 24 examples provided in the handbook with a view to inspiring emulation.

The wide variety of tools range from ad-hoc discussion forums in the marketplace to elaborate multimedia campaigns covering an entire country. Diverse as they are, they share one characteristic: the idea that communication for development is first and foremost about a process, rather than a product. It seeks to elicit constructive responses and open up inclusive debates. To ensure that no-one is left behind, these debates must break the mould of specialist discussions on laws and standards. They must be clear and appeal to the senses and emotions.

The handbook is intended to help us to promote innovative forms of dialogue with partners and beneficiaries and thus make our programmes more sustainable. In my view, the importance of this issue must not be overlooked. Finally, I would like to thank all my colleagues from the cooperation offices and the head office who helped to produce the handbook.

Manuel Sager
Director-General, Swiss Agency for Development and Cooperation SDC

Berne, July 2016



Communication for development: Basic principles

“It is essential to understand the difference between institutional communication, which is a useful tool to publicise what we do and report on our actions, and communication for development, which is a process that takes place in the context of programmes at grassroots level. It is a form of communication which enables people to have a say, participate and develop a sense of ownership of the projects. This type of communication strengthens national capabilities.”

Alfonso Gumucio, communication expert (Bolivia)

What is C4D?

How to distinguish it from institutional communication?

In development cooperation, we can identify two different communication areas: institutional communication and communication for development. How can we distinguish between the two?

Institutional communication publicises the activities, objectives and results of development cooperation. In the first place, it serves the purpose of reporting to the Parliament and the tax-payers in Switzerland as well as to the authorities and general public in the partner country. The task to report on results is required by the international cooperation strategy adopted by the Swiss Parliament. Furthermore, institutional communication is an essential component of an effective institutional image and visibility policy: an institution whose achievements are known to, and recognised by the public is in a better position to engage in a political dialogue and influence development processes in the partner country.

Communication for development (C4D) is a tool for social and political transformation. It promotes participation and social change using the methods and instruments of interpersonal communication, community media and modern information technologies. C4D is not an add-on, but rather a cross-cutting activity in project management, aimed at strengthening dialogue with beneficiaries, partners and authorities in order to enhance local ownership of programmes and generate a sustainable impact.

In terms of themes, we can draw a distinction between C4D and institutional communication as follows:

INSTITUTIONAL COMMUNICATION

- Inform
- Be accountable
- Create visibility
- Establish public relations

Institutional image

COMMUNICATION FOR DEVELOPMENT

- Facilitate access to information
- Stimulate participation
- Empower people
- Influence public policies

Social and political incidences

Institutional communication focuses primarily on **information products** intended for mass dissemination. It is a **vertical** form of communication, which does not allow for a real dialogue. Communication for development facilitates **communication processes**. It is a **horizontal** form of communication, which promotes dialogue and exchange within projects and programmes. It is not so much a communication discipline as a task shared between development specialists and communicators (see graphic below).

Unlike institutional communication, C4D is not just about information, but also about **emotion**: street theatre, cultural events, public hearings, school contests – all have a strong element of excitement and emotional engagement. They convey messages which are taken in through all our senses. We all know how much more difficult it is to remember abstract messages, texts or speeches than to remember something we have felt and experienced. This is the secret of C4D's sustainable impact: C4D invites us to learn in ways that involve all our senses. It provides a solution to a frequent shortcoming of development projects, which tend to base the drive for change solely on institutional processes, laws, guidelines, manuals and technical training. Such projects often forget that change also requires emotional intelligence and training – a kind of training achieved through an appeal to people's hearts and minds and which is capable of galvanising children and adults alike, the illiterate as well as the learned, farmers as well as city-dwellers. Chapter 3 reviews a number of C4D experiences – in Africa, Asia, Europe and Latin America – which make use of tools drawn from the local cultural heritage, with a strong emotive and fun-filled component.

From a **methodological** perspective, we can summarise the differences between C4D and institutional communication as follows:

	INSTITUTIONAL COMMUNICATION	COMMUNICATION FOR DEVELOPMENT
Model	Vertical, top-down,	Horizontal
Direction	One-way	Two-way/Multidirectional
Approach	Products	Processes
Contents	Information, cognitive/intellectual messages	Information and emotion, sensory messages
Main focus	Institutional image	Social and political incidence
Channels	Printed matter, web, e-newsletters, conferences	Public events, community media, social media/multimedia
Responsibilities	Communicators, heads of cooperation	Task shared between development experts and communicators

What are the key features of C4D?

Interpersonal communication, classical methods, multimedia: the concept of C4D subsumes a wide range of very different tools, methods and channels, which we review on the following pages. **The decisive element is not so much what tool we use as how we apply it.** We speak of C4D when the tools are deployed to facilitate dialogue, launch debates and foster interactive and inclusive communication processes. Therefore C4D cannot be understood solely as an **activity**. It must be considered as an **approach** with the following characteristics:

C4D is based on dialogue



Dialogue is the most appropriate word to summarise the concept of communication for development. In this respect it is very different from institutional communication, which delivers one-way information to a dispersed target audience with often indistinct features. In contrast, communication for development strives to establish an exchange with people on an equal footing. It targets specific groups of people in a clearly defined social and cultural environment in order to identify their concerns and needs and foster their participation.

Experience shows that dialogue is more conducive to changes in behaviour and attitudes than one-way guidance and information. In Kenya, for example, the adoption of new farming practices disseminated by government and international cooperation agencies was far below expectations. An independent survey of 2013 showed that this was not due to a lack of information. All the farmers received an ample supply of guides, leaflets and manuals in their local languages. The reason for the disappointing results was different. Nobody listened to the farmers. Nobody spoke with them, took any interest in their knowledge of the land and local microclimates or researched their needs or doubts concerning the use of the new farming techniques: "If they are not interested in our knowledge, why should we be interested in what they want to teach us?" This was, in essence, how the farmers reasoned and why the campaign failed.

To use a telling analogy for a simple fact, information which is not accompanied by dialogue is like a gearbox without oil: it won't work. Dialogue is the key to the assimilation of information. People are receptive to new ideas, provided that they are not reduced to the status of passive recipients of information who are given no opportunity to comment, ask questions and converse on a peer-to-peer basis. Development processes require spaces in which men and women can express their views freely and with no restrictions. The basic task of C4D is to create such spaces, whether physical or virtual, so as to enable people to become agents of their own development.

C4D supports social change



C4D can also enhance the visibility of a development agent, but this is not its primary goal. C4D always aims to promote development in order to contribute to social change. Communication tools are a means, not an end. It is the quality of the process – rather than a specific output – which makes all the difference; and the aim of the process is to promote social participation, strengthen the sense of ownership of a project and hence its impact. Human development takes time. Where it does take place, it is not only the result of technical improvements but also of lengthy and intensive social and communication processes. In order to reduce, for example, the incidence of dysentery and infectious diseases among vulnerable populations, it is not enough to provide them with access to water. It is also necessary to promote better hygiene practices – and this mainly involves an effective communication and dialogue process. This is a classic example of the importance of C4D in achieving social change.

C4D is not a specific communication discipline, but rather it acts as a hinge between communication and project management. C4D leverages the social and political impact of a project. This is why it requires close cooperation and an effective division of tasks between technical experts and communication specialists. The former identify the messages and topics for debate, while the latter determine the tools for dissemination and spaces for dialogue.

“Communication should not reproduce power, but rather it should become an instrument for social change. It must be horizontal, participatory and people-oriented”.

Paulo Freire, Brazilian educator and educational theorist

C4D is sensitive to local culture



Communication for development cannot be planned from a headquarters in Bern, Geneva or New York. C4D must always be developed on the basis of the local context, with local resources. In order to maximise its impact, full use must be made of local methods, channels, traditions and languages. These are different in each context. Let us take, for example, a campaign against domestic violence. In order to achieve a sustainable impact, the manner in which the messages are presented and disseminated must be completely different depending on whether the campaign is implemented in Bolivia, Bangladesh or Burkina Faso. The 'How' is the key to success. The culture of dialogue, the ways of conveying information, and political sensitivities are different in each context. They may even vary within a single country, between the city and the countryside, between coastal and inland communities, between people of different genders, social backgrounds, ethnic groups and religions.

So how do we reach people? Each context has its own local rituals, myths, heroes, ancestral practices and identification symbols which can serve as points of entry for C4D activities. By referring to them we show respect for local culture and we place our message in a context of shared values and positive emotions. If we manage to build analogies between traditional values and the demands of the modern world we will be able to foster the trust required for people to adopt new ways of thinking. The example of Benin shows how a traditional puppet theatre event was effectively used to promote education for girls (see page 48).

Culturally sensitive communication makes the most of local resources. C4D built on local know-how, with a local flavour, arouses more interest and reflects local sentiment more closely than even the most sophisticated campaigns designed by renowned experts in a remote metropolis.

What is C4D for?

Every time we implement C4D, we need to ask the same question: What are we trying to achieve?
What changes do we wish to bring about?



C4D comprises four main tasks:



Facilitating access to information and knowledge

People who have no access to knowledge and information are limited in their social and economic development. By linking people to communication processes and media, C4D plays a crucial role in the development process. Information can be effectively conveyed through community radio broadcasts, educational theatre performances, cultural events in public spaces or internet-based e-learning – the panoply of instruments is wide. What is of paramount importance is that the communication processes be inclusive and easily accessible. If we do not wish to leave anyone behind, we must make every effort to this end. The Sustainable Development Goals (SDGs) rightly emphasise the link between access to information, on the one hand, and social and human development, on the other.¹ Over half of the world's population has no access to communication and information technologies. The communication gap exacerbates the exclusion of the poor. We need to bridge this gap with the tools provided by communication for development. The puppet festival to press for girls' education in **Benin**, the social mobilisation in support of mobile schools in **Mali**, and the 'Water Circus' aimed at raising awareness about hygiene and the responsible use of water in **Nicaragua** are all good examples of this approach (see pages 48, 61, 66).

¹ Goal 5: Gender equality, sub-goal 8: Enhance the use of enabling technology, in particular information and communications technology, to promote empowerment of women.

Goal 16: Peaceful and inclusive societies, sub-goal 10: Ensure public access to information and protect fundamental freedoms in accordance with national legislation and international agreements.



Promoting participation

Being able to take part in the decisions that affect one's life is a basic right of every citizen. It is also an essential aspect of development cooperation. Projects planned and implemented with the involvement of the population have a higher degree of ownership by the latter and are therefore more lasting and sustainable. Promoting citizen participation is one of the basic tasks of communication for development. C4D is a means to create communication spaces which facilitate the dialogue between citizens and the local, regional or national authorities – for example, in relation to decentralisation processes, the management of public funds or institutional reforms at local level. Widely used and proven tools include public hearings and debates, radio forums and online information-sharing platforms. The public hearings which enable citizens in **Nepal** to decide on local public investment, the travelling theatre which encourages people to vote in the general elections in **Burkina Faso**, the public consultation paving the way for participatory urban planning in **Cuba**, and the multimedia campaign to promote active citizen participation in political decentralisation in **Ukraine** are just a few experiences illustrating this vital role of C4D (see pages 65, 51, 53, 68).



Giving a voice to the excluded

The media in developing countries often reflect the viewpoint of the political elite. The concerns and aspirations of less advantaged social groups – people living in poverty, women, young people – are often excluded from the national debate, although they constitute a majority of the population. A key function of C4D is to enable excluded groups to make their voice heard and take part in the national dialogue. How can this be achieved? C4D should help these groups learn to use the media to express their opinions, put forward their programmes, print their newsletters, open up new communication channels and thus become advocates of their own development. In this way, C4D becomes a powerful tool to break through the isolation of the poor and marginalised.

Among other examples of this function of C4D, we may mention the use of digital storytelling in **Bosnia** to document local governance challenges from a personal angle; the open-air photo exhibitions and debates in defence of the rights of the Roma in **Macedonia** and albinos in **Mozambique**; and, in **Afghanistan**, the Human Rights Week which gives a voice to people whose rights are violated (see pages 50, 60, 64, 46).



Influencing public policies

C4D facilitates inclusive debates on environmental, social and political challenges which hinder social development. But this is not an end in itself. The ultimate goal is to influence public policies, reforms and new progressive legislation offering solutions to the problems that affect the population. The SDC's experience in **Georgia** is particularly relevant in this connection. A documentary video on the dire situation of sheep farming / transhumance triggered debates which eventually led the national government to implement a number of reforms and corrective measures. Other telling examples are the handwashing campaign in **Zimbabwe** which also aims to influence public policies, budgets and programmes and, in **Mongolia**, the launch of the musical drama 'Agony of the Yellow Sea', which is an urgent appeal to the authorities and the population to take measures to combat desertification (see pages 54, 69, 63).

What tools are available to C4D?

C4D uses a wide range of methods and channels. The communication tool and/or media best suited to a specific end will depend on the target audience and the social and cultural environment in which we are operating. The promotion of methods to adapt to climate change in the countryside, for example, requires different communication tools from those used for a campaign to prevent juvenile violence in urban areas.

We can distinguish three types of tools: a) direct communication between people; b) communication through conventional printed or electronic media (press, radio, television, etc.); and, lastly, c) communication through the wide range of new media and multimedia (*Facebook, YouTube, websites, text messages, etc.*). Communication campaigns often combine all three types of tools, as is also apparent from the C4D experiences reviewed in Chapter 3.

It should be recalled that C4D involves much more than just producing videos or radio broadcasts or organising awareness raising events. **A communication tool is only the starting point for a communication process.** Of course, the technical quality of the tool is an important factor. But it does not by itself guarantee a good communication process. For communication to be effective, we must consider the channels to be used as well as the audience to be reached and the opportunities for dialogue to be created – and in this respect cooperation agencies very often come up against limitations. They develop good communication products but are often unable to integrate them into processes capable of establishing and sustaining dialogue and exchange with the population and the authorities.

One swallow does not make a summer, as the saying goes. An isolated C4D activity does not usually have much impact. A successful C4D campaign requires a suitable combination of different tools aimed at different audiences. It also requires time: impactful campaigns are usually spread over an extended period of time.

Below is a non-exhaustive list of frequently used C4D tools:

Interpersonal communication

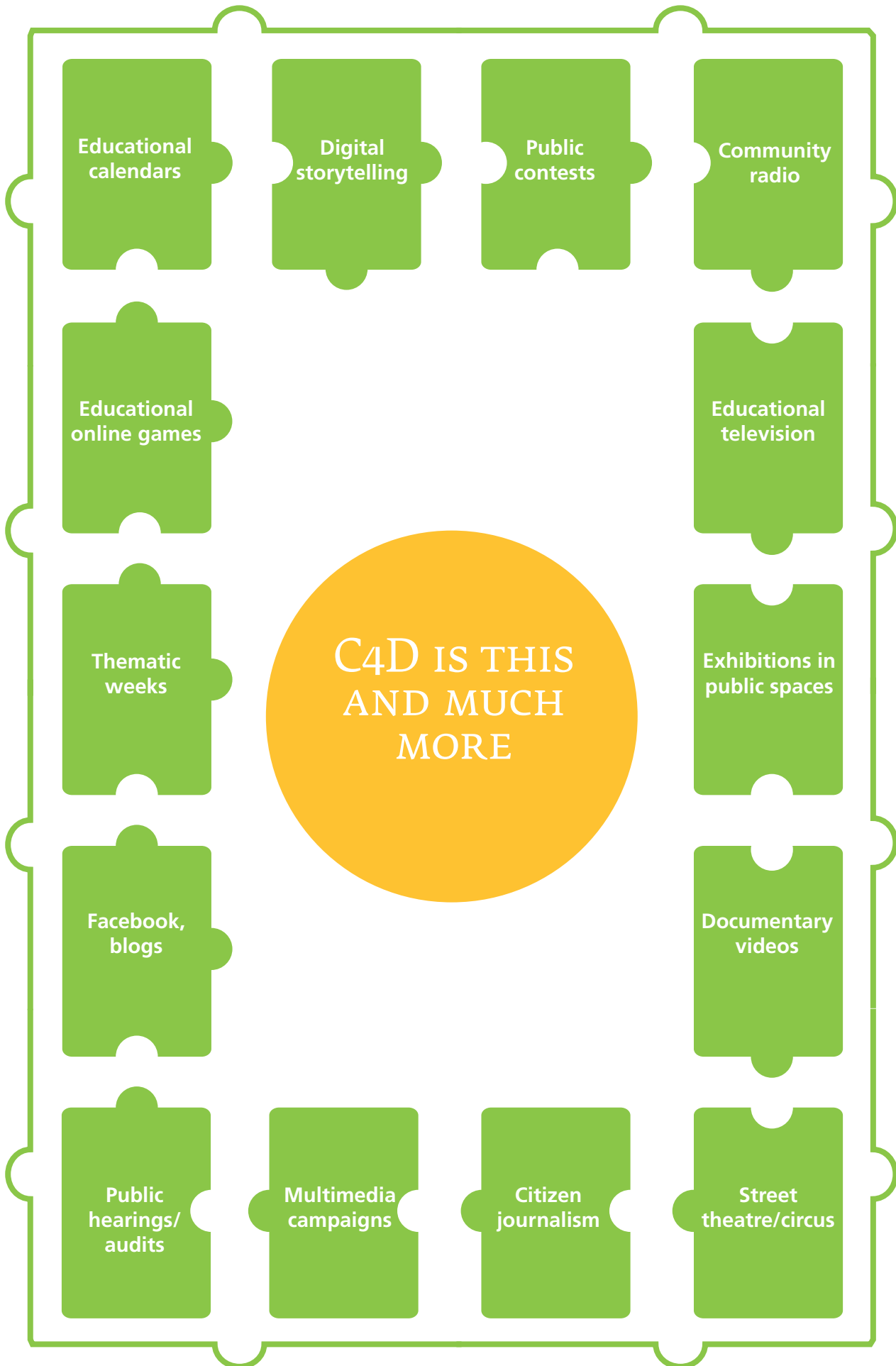
- Public hearings
- Peer visits, e.g. farmer to farmer
- Product fairs
- Public contests
- Cultural events
- Thematic weeks
- Creation of collective murals
- Street theatre
- Photo exhibitions

Printed and electronic media

- Printed materials
- Posters/banners
- Community radio
- Television/videos

New media/Multimedia

- Websites
- Digital storytelling
- Social media, e.g. Facebook, Twitter, YouTube
- Text messages (SMS)
- Email
- Podcasts/multimedia broadcasts
- Blogs
- Educational online games



INTERPERSONAL COMMUNICATION

Public meetings and hearings



Face-to-face oral communication is the most ancient, direct and emotive form of communication. It can be used to:

- Establish trust during initial contact with rural or urban communities
- Identify needs
- Check/Assess results
- Engage in conflict mediation

POINTS TO KEEP IN MIND:

- Highly controversial or sensitive issues (religion, sexuality, domestic violence) are unsuitable for discussion in large meetings.

Field visits



Field visits — often in the framework of *farmer-to-farmer* programmes — promote dialogue and informal learning through personal relationships between communities or groups of producers, facilitate knowledge management and foster the spontaneous adoption of new practices.

Joint field visits with authorities, community representatives, journalists or project partners are also useful to check the actual situation on the ground and strengthen dialogue with the project beneficiaries.

POINTS TO KEEP IN MIND:

- Visits accompanied by media coverage (radio and television networks) or by the authorities tend to inhibit the visited target groups from expressing themselves freely.
- Sufficient time should be allowed for two-way and one-on-one exchanges (not just group discussions).

Cultural activities in streets and squares



These activities convey messages through performances, images, metaphors and lively emotions which are remembered more easily than written messages. Activities of this kind typically include:

- Street theatre
- Photo exhibitions
- Contests
- Community social events
- Festivals and concerts

These cultural activities are suitable for mobilising broad segments of the population, including women, men and children, for the launch of programmes or as part of campaigns on issues such as health and the environment.

POINTS TO KEEP IN MIND:

- Make use of the creative resources available in the community!
- Mass media and social media can energise the event, attract a larger audience and help disseminate the message to those who were unable to attend.

Exhibitions and fairs



These provide an opportunity to:

- Show local products and crafts
- Disseminate innovative methods
- Bring producers and consumers together
- Attract media attention

POINTS TO KEEP IN MIND:

- Exhibitions and fairs should be coordinated with local unions and community groups in order to mobilise the population.

Workshops and seminars



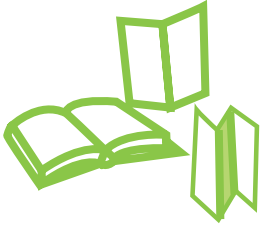
Workshops are particularly useful for introducing new methods, bridging differences of opinion and facilitating the exchange of ideas between experts or colleagues/peers in a relaxed environment. Participants act as knowledge multipliers. For example, a seminar with journalists on the effects of climate change or human rights helps to improve the level and quality of media coverage and raises people's awareness of these issues.

POINTS TO KEEP IN MIND:

- In order to ensure a fruitful debate, the number of participants should be limited.
- It is preferable to hold several workshops with fewer participants than a single large event which is not conducive to a productive discussion.

PRINTED AND ELECTRONIC MEDIA

Printed materials



Printed materials are useful C4D tools when they are effectively integrated into communication processes. They are the tools most commonly used to promote new methods or raise awareness of complex issues. The instructional brochures which accompany field activities have a high degree of acceptance and are useful for reinforcing key concepts or illustrating the steps to be followed in a specific process.

The content of printed materials is suitable for multiple uses in other media, including websites, electronic newsletters, Facebook, Twitter, etc. However, the language and format should be adapted to the medium. For use on the Internet, the content should be as concise as possible.

POINTS TO KEEP IN MIND:

- Good photos, attractive graphics to present information and a professional design help engage the interest of readers.
- Each product is a showcase for the organisation or project concerned and as such deserves special care and attention.
- Before printing, it is essential to draw up a distribution plan and calculate the print run realistically. By publishing content in the form of an e-newsletter you can reduce the print run dramatically.

Community radio stations



Community radio stations owe their great popularity to their proximity to the audience and the ability to interact 'live' with the community. They are usually open to promoting development-related issues and are useful for:

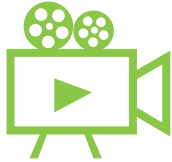
- Mobilising the local community and promoting debate
- Disseminating educational programmes
- Launching awareness-raising campaigns

In rural areas and remote regions, radio is the only medium available and often the primary source of information.

POINTS TO KEEP IN MIND:

- Community radio provides local coverage only. To cover broad areas it is necessary to work with national radio networks.

Video and audiovisual media



Videos commissioned specifically for educational purposes have a wide range of uses in the field of cooperation. They provide information and training, raise awareness and mobilise the population.

Soap operas with a social content are gaining in popularity in several southern and eastern countries.

POINTS TO KEEP IN MIND:

- The production process is lengthy and requires adequate resources as well as experts in script-writing, film-making, editing, subtitling, distribution, etc.
- The high level of technical quality required, adds to the production costs of videos. Before starting production, it is essential to perform a costs/benefits evaluation. How many people will view the video? Where will we screen it? Can we achieve the same objective with alternative, more efficient and/or less costly means?

Campaigns in schools and teaching centres



Awareness-raising activities in schools and universities are more than just a good investment in the future. Students act as effective multipliers, spreading the message within the family.

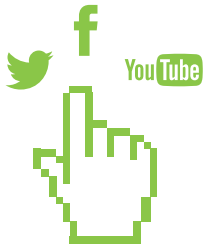
Information must be combined with entertainment. Campaigns that make use of theatre, contests and other fun-filled activities are particularly popular among children and young people.

POINTS TO KEEP IN MIND:

- Campaigns in schools should relate to the school curriculum and must be coordinated with the Ministry of Education.

NEW MEDIA / MULTIMEDIA

Social media



More and more people spend an increasing amount of time on social media and online platforms. Anyone who wants to disseminate information, get people to take action or launch a debate cannot ignore social media.

Development agencies which decide to invest in a Facebook page, a YouTube channel or a blog in order to take part in the global information market tend to underestimate the specialised resources required to have a continuous presence on the web. To build up a faithful following, website/blog content must be adapted and updated regularly (at least two or three times a week). In the absence of adequate resources, it is preferable to dispense with an online presence.

Blogs are a particularly useful tool, as they enable participants to report on development-related challenges and achievements from a personal perspective. Experience shows that people trust personal accounts from participants more than the 'official' information supplied by mainstream media.

POINTS TO KEEP IN MIND:

- The small effort required to create an account or channel contrasts with the relatively high costs involved in maintaining/updating it.
- To launch a Facebook page, the SDC requires authorisation from the Information Service of the Swiss Federal Department of Foreign Affairs.

Transformative digital storytelling



Storytelling is essential for the construction of reality. This task is too important to be left solely in the hands of major media outlets controlled by the political and economic elite. Digital storytelling videos provide an opportunity to tell stories and shape reality from the perspective of ordinary citizens.

The videos are produced by non-professionals telling their own personal stories. They are intentionally subjective and much of their appeal lies in their authenticity and originality. The widespread availability of suitable technical resources (smartphones with a camera) and the wealth of opportunities for dissemination on the internet (YouTube and social networks) have been a driving force behind the current boom in homemade videos. Digital storytelling can be a powerful tool for:

- Commenting on public events from the viewpoint of ordinary people (citizen journalism);
- Mobilising support for social change (environmental issues, human rights, etc.);
- Reporting abuses or negligence on the part of the authorities;
- Gathering accounts and testimonials in connection with quality assessments;
- Reporting on or documenting the results of cooperation activities;
- Documenting group dynamics, promoting learning processes.

POINTS TO KEEP IN MIND:

- Filming one's own realities and life experiences is conducive to self-reflection and empowerment. Technical quality is a secondary consideration – the process is as important as the result.
- If videos are uploaded to the web, image rights must be taken into account. Have the participants agreed to be filmed?

Interactive web games



All children and young people are fond of games – and playing and learning go hand in hand. Today the internet is increasingly replacing playrooms and playgrounds as a play space. Online games that combine entertainment with learning are on the rise. If they are fun to play and well-designed, they can even go viral. Interactive games can deal with all kinds of issues and subject areas: the environment, health and safety, fire prevention, road safety, etc.

POINTS TO KEEP IN MIND:

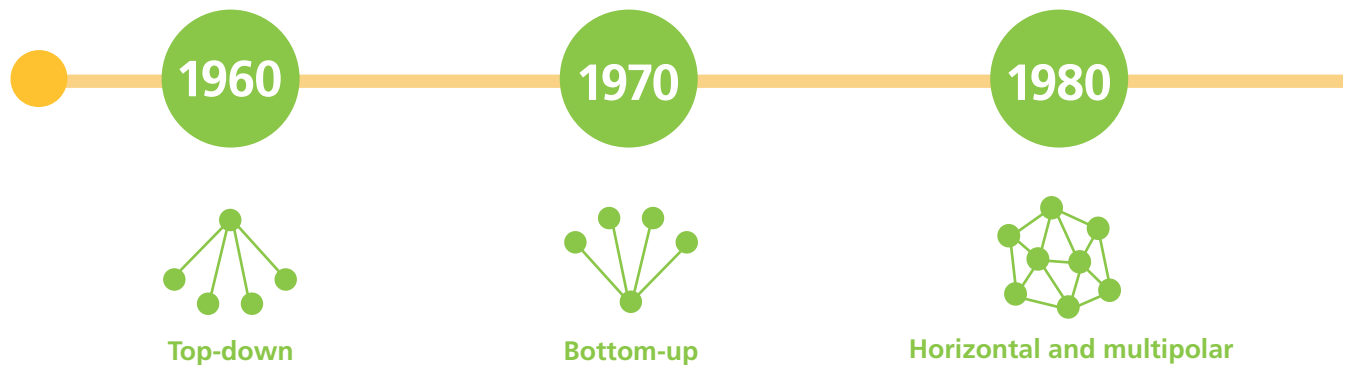
- The entertainment and excitement factor is vital to a game's success.
- The design and development of a game is a task for experts and can be fairly expensive.
- Generating interest on the part of schools and publicising the game online can significantly reduce distribution costs.

**"We don't need communication programmes;
we need communication to move forward with
the programmes".**

Antanas Mockus, former mayor of Bogota / Columbia

A brief history of communication

Over the past few decades, the role of communication in development cooperation has experienced significant changes. Vertical knowledge transfer, a concept introduced in the 1950s, has had a very limited impact. Today there is an increasing shift towards horizontal, interactive and networked communication. This paradigm shift goes hand in hand with the digital revolution and the emancipation of countries in the Global South, which are demanding participatory forms of cooperation.



1960



Top-down

In step with modernisation

In the 1950s and 60s — based on the theory of modernisation — the task of development focused on the transfer of knowledge and the export of models and methodologies from *North to South*. Communication was subservient to a concept of development geared to technological progress and economic growth. It was top-down, one-way communication, resembling a loudspeaker which can only transmit signals but cannot receive them.

1970



Bottom-up

Dependency theory

Contrary to expectations, the South did not 'leap into development'. Dependency theorists criticised the development model 'imported' from the industrialised countries and the top-down communication practised by international bodies (World Bank, United Nations) that promoted such a model. Top-down communication was branded as a form of 'cultural imperialism'. Dependency theorists in Latin America advocated, instead, 'critical communication', i.e. a new type of communication which would take into account social and economic conditions in the South.

1980



Horizontal and multipolar

Paulo Freire and the *Pedagogy of the Oppressed*

Both the theory of modernisation and dependency theory reduce the scope of communication to the discourse of the elite, ignoring the views and concerns of the majority. Paulo Freire, a Brazilian educator, argued for a horizontal communication which would promote dialogue and listen to the oppressed with a view to changing their situation. In his seminal work, *Pedagogy of the Oppressed*, he wrote: "Communication should not reproduce power, but rather it should become an instrument for social change. It must be horizontal, participatory and people-oriented."

Inspired by Freire, the "Latin American School of Communication" was set up in Latin America. The School promoted a socially conscious, transformative journalism, rooted in people's everyday lives, and contributed to the boom of community media.



The digital revolution

Mobile phones and the Internet have revolutionised communication. They provide quick and affordable access to sources of information and knowledge on a global scale. Thanks to mobile ICT, poor and peripheral regions can link up with the world of information. Mobile telephony and the internet have reached out to the furthest regions of the planet. This offers development cooperation new opportunities for interaction and the dissemination of knowledge. Microcredit, bank transfers and payments can all be managed using mobile equipment.

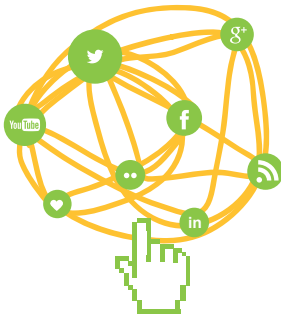
World Summit on the Information Society

How can Information and Communication Technologies (ICTs) contribute to development processes and bridge the digital divide between North and South? This was one of the challenges addressed by the *World Summit on the Information Society* held in Geneva and Tunis in 2003 and 2005 respectively. The aim was to provide at least half of the world's population with access to the internet by 2015. However, initial euphoria gave way to a more sober view of the role of ICTs in development processes. There are technical, economic, political and cultural limitations to what can be done to bridge the digital divide. In short, ICTs are an important tool but not a panacea for all the multiple challenges of development.

The social media boom

Facebook and other social media platforms have expanded the information available to the general public and opened up new dimensions for interactive communication. Their ability to galvanise people around a common cause in the blink of an eye has made them valuable communication platforms for NGOs and development agencies alike.

How do social media contribute?



In the 1970s, thinkers from different countries – notably Paulo Freire (Brazil) and Jürgen Habermas (Germany) – outlined the vision of social communication as a horizontal dialogue free from power, control and domination strategies. With the launch of the internet in the 1990s, this vision became a tangible reality. *Facebook* and *Twitter* created networks open to all, where information circulates freely, with no filters imposed from above by political or economic power structures.

More and more people spend an increasing amount of time on social media and online platforms. Anyone wishing to disseminate information quickly, mobilise people and influence public opinion cannot afford to ignore the social media. Cooperation organisations and institutions, both private and public, have also invested in the creation of *blogs*, *Facebook* pages and *YouTube* channels in order to raise their profile on the global information market and spread awareness of their goals and concerns, particularly among young people.

The potential of social media for the purposes of C4D is increasingly recognised and exploited, as social media have multiplied the diversity of communication channels as well as the opportunities for interaction with the general public. From a C4D perspective we can distinguish three functions or opportunities offered by social media:

Social media democratise opinion-making

Until recently, what was newsworthy or not was decided by a small number of journalists and editors of major newspapers and television networks. The advent of the internet put an end to this de facto information monopoly exercised by the traditional media. Today an internet connection is all that is needed to disseminate information, report social injustices or launch debates across national borders. Citizen journalism increases the offer of information and contributes to public opinion-making from the bottom-up.

Social media empower people

Ethnic, social and cultural minorities which are geographically dispersed or economically excluded can become integrated and empowered through the web. Social media provide them with platforms to develop a shared vision of their goals, organise self-help and strengthen a common identity.

Social media mobilise people around a common issue

Through social media, isolated individuals who share a common objective can very rapidly become social forces capable of influencing institutional and corporate policymaking. The costs of disseminating information have reduced drastically. Today even smaller organisations are able to launch awareness campaigns – which formerly only wealthy associations could afford due to the high costs involved. Thanks to their mobilising capacity, social media strengthen the power of citizens vis-à-vis the state and corporate interests.

Opportunities and challenges for stakeholders in cooperation

Social media not only offer new opportunities but also pose new challenges for cooperation agencies and NGOs:

Use of social media in professional communication

	Opportunities	Challenges
Institutional communication	<ul style="list-style-type: none"> • Information is conveyed in a more personal and relatable way. • Young people can be approached more easily. • Any staff member can communicate on behalf of the institution. 	<ul style="list-style-type: none"> • Information must be prepared for publication on the web: it must be concise, to the point and visually attractive. • The dynamics of online discussions are difficult to control. The principle of speaking of institutional issues 'with a single voice' is undermined.
Communication for development	<ul style="list-style-type: none"> • People can communicate quickly and affordably wherever they are. • People with no access to traditional media can raise issues, promote public debate and diversify the sources of information available in the country concerned. • Social media foster a culture of feedback and social auditing: people have a tool at their disposal to point to the achievements and failures of public services and cooperation projects in a free and uninhibited manner. 	<ul style="list-style-type: none"> • In many projects the use of social media is an auxiliary component of communication; it cannot replace direct contact with the beneficiaries. • In order to ensure a continuous presence on social media, specialised human resources are needed, skilled in adapting the contents to the requirements of the web and promoting fruitful debate.



C4D in the project cycle

“C4D is a social process based on dialogue using a broad range of tools and methods. It is also about seeking change at different levels, including listening, building trust, sharing knowledge and skills, building policies, debating and learning for sustained and meaningful change. It is not public relations or corporate communication.”

World Congress on Communication for Development
Rome, 2006

How can we integrate C4D in the project cycle? In this chapter we provide some guidance and advice to this end. As explained in our opening chapter, C4D is a transversal activity performed throughout the project cycle. It begins at the planning stage, continues through implementation and ends with evaluation. It plays out in the midfield between development and communication. At all stages it requires close cooperation between development experts and communication specialists. It is a shared task, implemented in support of programmes, rather than merely a function entrusted to communicators.

C4D should not be confused with isolated communication events or circumstantial actions carried out in the course of a project. C4D is best understood as a central thread running through and supporting the project with a range of communication activities. It is essential to involve C4D experts right from the planning stage of a project – not just when difficulties arise requiring better communication. Thinking of communication during the design stage of the project contributes to a more effective integration of cooperation activities and communication processes. It also enables long-term planning of human and financial resources. In the Rome Consensus (see Annex 1), [the United Nations recommends including a specific budget line for C4D in all development projects](#). Depending on the scope of the tasks at hand, it should account for [at least 5% of the overall budget](#).

In summary, all projects, whether big or small, require a strategic communication plan commensurate with their resources and objectives – a plan that must be developed during the design or initial phase of the project. A single, specific event will not make a huge difference. It is all the communication activities as a whole, performed at different levels, through different channels and over an extended period of time, which will lead to lasting results.

"A journalist's prime commitment is to report news. That of a communicator for development is to bring about changes in behaviour."

Luis Ramiro Beltrán, Bolivian journalist and communication expert

1

IDENTIFICATION OF GOALS AND NEEDS

- Objectives
- Needs/environmental scanning
- Mapping of stakeholders

2

STRATEGY DESIGN

- Target audience
- Messages
- Activities / channels
- Resources

THE C4D CYCLE

4

MONITORING AND EVALUATION

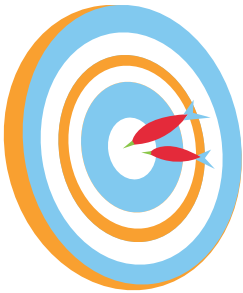
- Performance indicators
- Assessment system

3

IMPLEMENTATION

- Timetable of activities
- Product creation
- Follow-up

1 Identifying goals and scanning the environment



Setting the goals: What do we want to achieve? This is the starting question. Do we wish to increase participation? Increase awareness to bring about behavioural changes? Empower vulnerable groups or influence public policymaking? We may pursue several goals at the same time. However, it is advisable to focus on one or two central goals in order to maximise the impact of our activities and avoid “biting off more than we can chew”.

Getting to know the environment: Communication measures must meet the needs of the given context. We need to examine the social, political and media environment in which our project will take place. This must be done in a participatory way in order to take account of the views and aspirations of the target population. If we are dealing, for example, with a project aimed at disseminating measures to adapt to climate change, we should first ask: What does the target population know about the issues we wish to raise? What are the prevailing practices in this respect? Are there any prejudices, established opinions or taboos relating to these issues? Other relevant questions are, e.g.: What institutional capacities, risks and opportunities must we take into account? Is the environment receptive or, conversely, reluctant to change? How do people get informed? Who are the opinion leaders? And what are the most effective media/communication channels we can employ?

Field study: A field study will go some way towards answering these questions. Such a study usually consists of a number of interviews with key persons as well as with potential beneficiaries chosen at random. Often the methodology employed is based on focus groups, i.e. groups of five to eight people who – led by a professional moderator – discuss a specific topic from various angles.

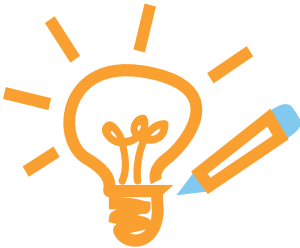
The field study will enable us to gather information on the population’s level of awareness, the cultural peculiarities of the context, favourable or unfavourable factors, and the impact and scope of local policies, among other aspects. We need this kind of data to define our baseline or initial conditions, which we will later be able to refer to when we assess the results.

A comprehensive needs assessment for the purpose of developing a communication strategy – for example, in such areas as human rights and healthcare – may require costly consultations over a period of weeks or even months, depending on the complexity of the issues addressed and the size of the targeted geographical area. If we have little time and few resources available, we can limit the field study to individual interviews or focus groups with key persons.

Mapping the stakeholders: In every community there are people, associations, institutions, etc. that play a major role in opinion-making. By mapping the various stakeholders and actors, we can obtain a picture of influential groups and their respective positions on the issues in question. Mapping enables us to identify opinion-leaders as well as potential allies and adversaries. This in turn allows us to identify the target groups more accurately and invest resources more strategically. The mapping of stakeholders includes identifying other donors: It is better to join forces than to embark on parallel activities.

2

Designing a C4D strategy



Based on context analysis, our communication strategy must answer five key questions (see Annex 3):

Key questions:

1. What changes do we wish to promote?
2. Whom are we targeting?
3. What is the message?
4. What are the most effective tools and channels?
5. How do we measure performance?

A well thought-out, detailed communication strategy is especially important for programmes aimed at influencing attitudes and changing behavioural patterns – for example, in the areas of health, human rights and the environment. Such programmes require substantial awareness and communication components in order to have a sustainable impact.

The C4D strategy must be developed in close relation with the other components of the project. It is usually set out in an annex to the main document. What is important is to establish a close link between the two strategies: the project's intervention strategy and the C4D strategy. These are complementary elements which should not be dealt with separately, neither in theory nor in practice.

Objectives: C4D goals are determined by the goals (outcomes) of the project. Environmental scanning pinpoints the challenges we must overcome to achieve a specific goal. What behaviours need to be encouraged or discouraged? If the goal is very broad we should break it down into more limited objectives in order to be more focussed in our communication processes.

Target population: We must define the target audience we wish to reach:

- Who are the people or groups who can play a decisive role in promoting/hindering social change?
- How do they perceive the problem/situation?
- What kind of media do they listen to, watch or read?
- How should we involve them? Directly or indirectly? What level of involvement/commitment are we seeking: information, consultation, decision-making?

It is not advisable to address a very broad audience with no specific characteristics, e.g. the 'general public'. This concept encompasses local authorities, members of parliament, farmers' representatives, opinion leaders, urban youth, women, journalists, private businesses and so on. Attempting to simultaneously engage all these different audiences will dilute our message to the point that nobody will be listening. To avoid this pitfall, we must prioritise our target audiences and adapt our communication strategy to their level of understanding and specific concerns.

Message: For a message to be effective, it must be concise, simple and striking. If we wish our message to be remembered, we must not overload it with content. It is advisable to first test the effectiveness of a message with a focus group or by means of questionnaires or individual interviews.

Communication strategies are often too ambitious and include a whole list of messages that are soon forgotten. It is best to concentrate on two or three key messages and disseminate them insistently through different channels. Less is more!

Tools and channels: We should choose communication channels which ...

- are popular among the audience we wish to reach
- are suited to the complexity of the message
- are cost-effective

Radio, television and mobile phones can be used to reach a rural population spread over a wide geographical area. An urban population responds well to cultural events and social media. Meetings, public hearings and/or social media are all useful tools, provided that priority is given to interaction and debate.

It should be remembered that it is not a single action which will make the difference, but rather a set of parallel or sequential measures capable of generating a sustainable impact. A communication strategy in support of, say, a decentralisation programme might require: 1) strengthening the internal communication of key institutions; 2) improving the perception of the project or institution; and 3) mobilising public support for the changes. In such a case, the strategy must be multidimensional and meet internal communication needs as well as institutional communication and C4D needs (see example from Ukraine on page 68).

Resources: What human and financial resources are available? What can we realistically achieve within a given period of time? These are the two key questions we must answer when we consider resources. Some C4D strategies make the mistake of setting goals that are too ambitious: they strive to bring about changes at all levels, involving many different actors. However, a strategy which prioritises breadth over depth is unlikely to achieve significant results. Good communication for development is built on relations of trust, and this requires sharp targeting of the relevant audiences, clear messages and ample time.

3

Implementing the strategy



On the basis of the intervention strategy, an action plan must be drawn up which provides an overview of the planned communication activities throughout the project (or phase thereof). The plan is a roadmap defining the timeline and the specific responsibilities of the participating people and institutions. By nature C4D is an interactive process with its own dynamics. We can lead it but not plan it down to the last detail. It is advisable to have a flexible approach to avoid going against the grain and to make the most of the opportunities that arise during the implementation process.

C4D is a transversal activity encompassing the entire project. This does not mean that we must communicate constantly with the same level of intensity. Rather, the aim is to pinpoint the key moments in the project cycle which will require stepping up communication – for example, when defining the goals in a participatory manner or at the launch of an awareness campaign.

Campaigns: Videos, social media, street theatre, educational radio, public hearings – C4D has a wealth of tools at its disposal. A good campaign does not avail itself of a single tool but will seek to combine a variety of channels and media. What is the best combination for our aims? To select the most suitable tools, we need to take into account the following:

- Goals: Do we wish to mobilise people? Raise awareness? Promote debate? Empower?
- Characteristics of the target audience, including its level of education and preferred sources of information?
- Social environment: available means, cultural context?
- Available resources: budget, local cultural resources?

Communicators need not be experts in the use of every tool, but they must be aware of the advantages and disadvantages of each.

Avoid an excess of printed materials: Printed materials can support but not replace communication processes. Before producing, say, a brochure, we must ask: Who is our target audience? How will we distribute the brochure? Are there other, more effective tools available for getting our message across?

Many institutions respond to communication challenges almost mechanically, by producing brochures, manuals and other printed materials. They wish to have at hand a product they can distribute readily. But it is precisely distribution which is often the weak link because no distribution plan has been prepared or the brochure fails to arouse interest in the absence of more participatory communication processes.

4

Monitoring and evaluation



Are our C4D activities resonating with the audience? We should constantly monitor and evaluate the quality and impact of our communication in order to improve it and learn from mistakes. Evaluation must be performed on an ongoing basis – not just at the end of the project – to be able to make timely adjustments. A variety of instruments and methods, both quantitative (statistics, measurable indicators) and qualitative (surveys, questionnaires) are available for this purpose.

Making women count: Special attention should be given to the gender dimension. Gender is not just about counting the number of women who have participated in the process, but first and foremost about making women count: Can women participate and freely express their opinions in public hearings? Do they have equal access to information and media channels? Are communication processes designed to address women's specific needs and issues? These are guiding questions when evaluating C4D from a gender perspective.

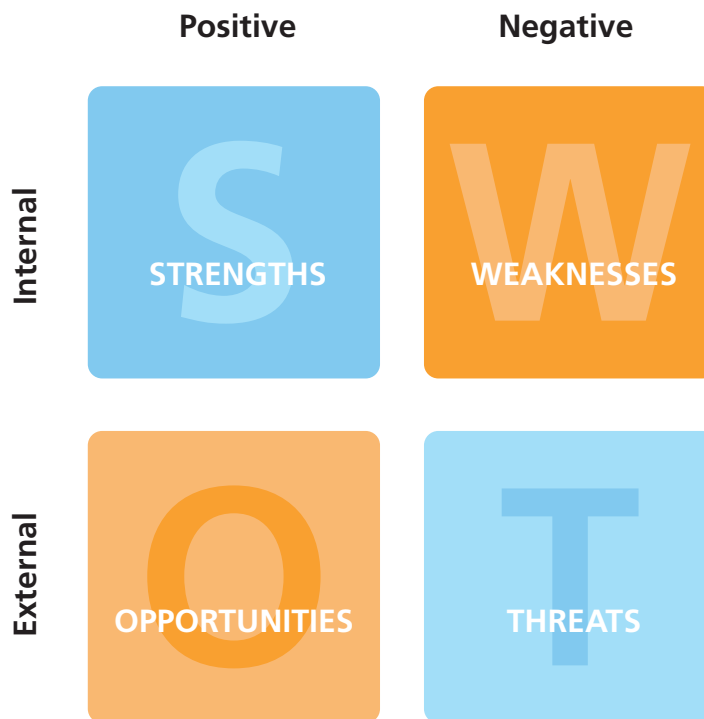
Define a baseline: To measure results we must refer to a baseline. The baseline is determined by means of surveys, interviews or focus groups which give us an idea of the level of knowledge and attitudes prevalent before the intervention. These data are incorporated into the preliminary study (needs assessment) conducted before designing the communication strategy. The statistics published by government agencies and international institutions are another useful source of information.

C4D and the Logical Framework Approach: A classical tool to plan and monitor projects is the Logical Framework Approach, which allows us to plot causal relations between activities, products, outcomes and impacts. A logical framework enables us to approach C4D as an integrated activity performed in support of the overall goals of the project.

In the logical framework we define the communication activities and outputs which lead or contribute to the desired outcomes. C4D is a support activity; it does not pursue aims of its own, but rather contributes to the general aims of the project.

SWOT ANALYSIS, A METHOD FOR QUICK EVALUATION

SWOT analysis is an acronym for strengths, weaknesses, opportunities, and threats – and is a structured planning method that enables us to perform a quick evaluation of communication dimensions in a project. It is a particularly useful tool to analyse the strengths and weaknesses of processes under way and identify future opportunities and potential threats.



With this review of different evaluation tools we close the chapter on C4D in the project cycle. In the next chapter we will present some recent C4D experiences conducted in the framework of programmes sponsored by the Swiss Agency for Development and Cooperation in Africa, Asia, Europe and Latin America.



Best practices in C4D

“C4D involves understanding people, their beliefs and values, the social and cultural norms that shape their lives. It involves engaging communities and listening to adults and children as they identify problems, propose solutions and act upon them.”

UNICEF

Best practices in C4D

This guide is the result of years of practical work conducted in the field of communication for development under projects sponsored by the Swiss Agency for Development and Cooperation (SDC) in Africa, Asia, Europe and Latin America. On the following pages we present some recent experiences in order to inspire and motivate the work of communicators and programme managers. They were gathered by SDC communication officers and thematic managers in 24 countries.

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Cuba	Public consultation process	Participatory urban planning in Havana's old town	53
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Haiti	Educational calendar	Promote sound, earthquake-resistant construction	55
Honduras	Weekly radio and television programme	Disseminate good business practices of rural SMEs	56
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Country	Method / Tool	Goal/Theme	Page
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Mali	Social mobilisation/ Campaigning	Promote mobile schools for nomadic populations	61
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Afghanistan

The Human Rights Week



Context: Despite considerable progress since the collapse of the Taliban, the Afghan population is still facing serious human rights violations in their daily life. Since its establishment in 2002, the Swiss Cooperation Office in Afghanistan has supported both civil society organisations and state institutions in their work to advance human rights. The SDC has supported the Annual Human Rights Week since it was launched in 2011. In addition to the financial contribution, the SDC has provided inputs to the programme and encouraged different actors to participate.

Objectives:

- Support the development of a democratic society aware of human rights issues.
- Enhance knowledge of international HR mechanisms.

Target population: Civil society, the media and decision makers (members of Parliament, government)

Activities: Over the last five years, the Human Rights Week has evolved into a large event. The five-day-programme is comprised of:

- Morning sessions on current topics and human rights principles moderated by an international human rights expert;
- Multi-media workshops for young activists teaching them how to protect human rights through on-line networking;
- Afternoon roundtables with an expert-panel on the human rights situation in Afghanistan followed by a question-and-answer session with the audience;

- Evening cultural and artistic events such as exhibitions of photographs and painting, film screening, poetry and the like.

Results: The Human Rights Week is a unique platform to promote and protect human rights in Afghanistan. It is attended by over 1,500 people annually. The participants include 'multipliers' from government, parliament, national and international civil society organisations and academia.

Recommendations:

- Ensure participation of people from different segments of the population.
- To offer a wide spectrum of views and perspectives the panels should include representatives from civil society, government, human rights organisations, academia and the private sector.
- The choice of venue is important. It should be located in a central, safe and easily accessible area.
- Contact the media to reach a large audience and ensure that the main debates are broadcast on television.

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Albania

Summer Camps for Roma Children



©NPF/SDC

Context: Poverty and discrimination of Roma have drastically increased since the end of communism. To counter the trend, Switzerland has supported the social inclusion of Roma in Albania for several years. Since 2012 the SDC has supported a local non-governmental organisation, Help for Children, which invests in the education and integration of Roma children and youth. The project includes a series of summer camps and events where Roma children can play and perform music and theatre.

Objectives:

- Engage Roma children in creative and cultural activities.
- Make Albanian authorities and citizens aware of the needs and the potential of Roma children and youth

Target population: Performers: Roma children and teenagers aged 7-15; audience: government authorities, NGOs and international donors.

Activities: The annual outdoor-event entitled 'Breakfast with Roma' provides a stage for Roma children and youth to perform musicals, dances and plays produced by themselves to a non-Roma audience. Music and dance are an important part of the cultural life and cultural heritage of the Roma in Albania and offer income opportunities.

Results:

- 200 Roma children and teenagers participated in the summer camps.
- The government officials and international representatives in the audience were impressed by the high quality of the performances
- 7 newspaper articles and 4 TV reports enhanced the outreach of the event.

Recommendations:

- Vulnerable people can be the best advocates for their own cause provided that they are given the opportunity to show their potential, to voice their concerns and to break stereotypical perceptions.
- Replicate this outdoor event in several locations and cities.
- Create links with TV talent shows and cultural institutions to enhance the outreach and impact of the event.

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Benin

Puppet show festival to promote education for girls



Context: In Benin, the SDC considers education to be a key vehicle for development and focuses its efforts on promoting education for girls. In 2000, the SDC started a programme to promote education for girls and women which began with tertiary-level education and is now being implemented in five communes in the department of Borgou. The programme has been gradually expanded to encompass girls' education at the secondary, primary and preschool levels. What can be done to get more girls to go to school in a traditional setting?

A cultural approach combined with humour helps to raise awareness among disadvantaged communities of the benefits of education and to challenge traditional, male-chauvinist attitudes. The puppet-show festival is an ideal vehicle to communicate these messages.

Objectives:

- Promote girls' education through artistic means.
- Stimulate local cultural activities and introduce the general public to the art of puppetry.

Target population: Children, young people, people living in poor rural and urban areas, the cultural sector of Benin.

Activities: The SDC has established a partnership with the Thakamou Culture Arts association to promote the education of girls in rural and urban areas. The association supports street art and organizes an annual puppetry festival that tours the whole country. In 2016, the theme of the festival is education for young girls. The festival also includes several puppet shows on the topic of child protection – to the extent that this can be achieved through education.

Results: A 40-day tour of the puppet show in 35 towns and villages throughout Benin has sparked off a national debate on the merits of education for girls.

Recommendations:

- From a C4D perspective, the puppet shows are not an end in themselves but rather a means to communicate a message to people living in poor rural and urban areas.
- Engaging the public directly is key: each performance is followed by a debate to discuss the main theme of the puppet show with the audience.
- To keep a record of the audiences' ideas and of how local communities perceive their reality, it is important to document the event - either in print or by video.

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Bolivia

Radio shows to support political decentralization



Context: The SDC's Support Programme for Municipal Democracy (PADEM) encompasses a broad range of radio productions which address issues relating to governance and the construction of a more inclusive society. These programmes are broadcast through national, regional and local media.

Objectives: Encourage people to take on an active role in municipal management and urge public administrators to consolidate the spaces available for citizens to participate and help improve the quality and quantity of public services.

Target population: Local community, public administrators, social leaders.

Activities: Dr Edilicia is the fictional protagonist of a radio show and has her own website. In her programme, *Dra. Edilicia Barrios Campos* answers all kinds of questions relating to issues of political decentralization. Each show lasts 45 minutes and its format is that of a phone-in radio programme. Dr Edilicia receives calls from ordinary citizens as well as from public decision-makers. She responds to the issues they raise or listens to the experiences of people from local communities. Her answers are always informed by a sense of shared responsibility and accountability with which citizens and authorities alike should act; and indeed Dr Edilicia often chides, advises or praises her callers.

The radio show is broadcast in two different ways: 1) on a paid basis, whereby PADEM buys broadcasting time on national networks and regional stations at preferential prices; 2) through approximately 200 local stations, which receive the show as part of a monthly "news package" which they broadcast for free.

Results: Dr Edilicia has become a beacon of local news and information, and a celebrity throughout the country. She receives on average five emails per day requesting information on community and local government issues. Every year PADEM supports more than 200 citizen participation initiatives and campaigns in the municipalities. Projects are chosen from among some 600 proposals submitted by citizens and public decision-makers.

Recommendations:

- Popular media personalities or fictitious media characters are especially useful to raise awareness of difficult or abstract issues (e.g. decentralisation). They speak the language of ordinary people and put a face to an issue which they can relate to.
- It takes a considerable amount of time (at least 12 months) for a media personality to gain a real foothold with the public.
- Keeping the media personality in the public eye requires a technical team (either in-house or composed of external consultants) to answer questions sent in via email or Facebook.
- Many topics lend themselves to targeted information campaigns, radio talk shows and call-in programmes: youth employment, human rights, sex education, etc.

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Bosnia and Herzegovina

Transformative digital storytelling for social change



© Kuno Schläfli/SDC

Context: For more than ten years, the Swiss Agency for Development and Cooperation (SDC) has supported citizen participation and local governance projects in BiH. This project was developed as a form of 'capitalisation': a chance to look back and learn from the progress made so far and to generate lessons for the future.

Objectives: The project opened spaces for participants to reflect, learn and discuss issues on citizenship, participation and democracy. One of the main goals was to articulate messages for external audiences about local governance and citizenship which the participants consider to be important.

Target population: Diverse groups of citizens, civil society organizations and local government.

Activities: This SDC-financed project brought together around 40 NGO activists and authorities – partners of a previously concluded SDC municipal development project – to reflect on transparency and accountability in local governance affairs. The process lasted over a year, included a series of five workshops of several days each and was organised by MDPI (Municipal Development Initiative Dobož/Bosnia&Herzegovina). It was supported by academics from the Institute for Development Studies of the University of Sussex in the UK. Around 20 digital stories and three participatory videos were produced, highlighting key elements of the ten-year partnership.

Results:

- 22 digital stories
- 3 participatory videos
- 6 interviews with mayors
- *'I Am Allowed: Training Digital Storytellers'* – a short video about participants' reflections on digital storytelling and *'Throwing a Rock at the Moon'*, a documentary about the project.

Recommendations:

- The authenticity of the story matters more than the technical perfection.
- The participatory process gives voice and visibility to local actors. Their analysis is what counts; their views are not censored.
- Videos should be used more consistently in external communication. Videos posted on social media can trigger debate on citizen participation in politics, transparency of public management, accountability of local leaders, political priority setting in local arenas, etc.

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Links:

Handbook: <http://www.transformativestory.org/>

Burkina Faso

Educational theatre about the election process



Context: For some years now Burkina Faso has been experiencing political instability in its quest for genuine democracy. Most of the population lives in rural areas, is illiterate and has no access to the new information and communication technologies. Ahead of the planned general elections, the Carrefour International du Théâtre de Ouagadougou (CITO - Ouagadougou International Theatre Crossroads), with the support of the Swiss Cooperation Office in Burkina Faso, organised a tour of the play "L'éléphant du roi" (The King's Elephant) in all of the country's 13 regions. The play invites citizens to meet their civic responsibilities clear-headedly and courageously by electing serious leaders and urging them to solve the population's most pressing problems. Altogether 65 performances of the play were held in different parts of the country.

Objectives:

- Strengthen the population's civic awareness.
- Increase people's awareness of their role and their power as participants in the democratic and electoral processes. Urge them to wield power rather than submit to it.

Target population: People aged 18 to 90. Additionally, younger people who will soon reach voting age.

Activities: The show is produced by a team of 17 people travelling by coach. The performance calendar, providing for five performances in each of the country's 13 regions, was drawn up in consultation with local government officials. Resource persons assist the local authorities in publicising the show and mobilising the population. The CITO team arrives in the locality, contributes to the publicising and advertising activities, and then sets

up the stage and performs the show. At the end, the audience is engaged in a discussion to evaluate its reception of the play and its response to the messages conveyed.

Results: Some 22,000 people watched the show. Given that in many localities there are few opportunities to enjoy quality entertainment, The King's Elephant attracts large numbers of people eager to have some fun and take part in what is a major social and cultural event in their town or village.

Captivated by the beauty of the performances and the relevance of the issues addressed, the audience quickly grasped the intended messages, as apparent from the contributions to the debate after the show.

Recommendations:

- Use simple, easily understandable language.
- Ensure the show is exciting and captivating so that the audience stays focused and understands the key messages.
- Advertise the show widely to ensure a large audience.
- Lead the debates skilfully to bring to the fore the key messages of the show.

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Colombia

Video game “Yaku – water adventure”



Context: Water is fundamental for life. Population growth, urbanisation and changes in production and consumption patterns have a direct impact on water resources. The OECD estimates that by 2030, half of the world’s population will live under severe water stress. A Global Water Goal (SDG 6) was consequently enshrined in the 2030 Agenda for Sustainable Development.

Objectives: Yaku is a free videogame on the sustainable use of water in a tropical environment. It aims to raise users’ awareness of the links between water, ecosystems and human activities. The game was designed as part of the “SuizAgua Colombia Water Footprint Initiative” of the Global Programme Water (GPW). Yaku means water in Quechua, an indigenous language spoken in the Andes region in South America.

Target population: Children and young students aged 10-17 years. Yaku is primarily a teaching tool.

Activities: Yaku was developed by Colombian game inventors: the player must protect water resources on their way from the source to the sea. The water retained drop by drop by the species planted by the player will help enrich biodiversity and allow the development of communities and productive activities in the Yaku world. The game takes approximately three hours. The game is available in Spanish.

Yaku’s creative team was comprised of three water practitioners, two designers, three programmers and a musician. During the trial phase, suggestions from 140 players were integrated to improve the game’s graphic design and technical specifications. The total investment was USD 55,000.

Results:

- The game is available on the web (www.aventurayaku.com) and is also compatible for mobile phone use (Android and iPhone).
- It was launched in March 2015 in Colombia and presented in national and international events. The feedback from the public has been positive.
- Negotiations are underway with the Ministry of Information Technology and Communications to include the game in tablets used in state schools. This will require training educators in numerous state schools.

Recommendations:

- Game designers and technicians should be involved from the beginning of the story creation to clearly define what is feasible in the videogame.
- The design of a game is a creative process which takes time. It requires trials with water practitioners and the target audience during the game development phase.
- Videogames require continual updates and new features to keep the public interested.
- Good promotion is crucial: identify and contact the potential promotion channels at an early stage.

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Links: www.aventurayaku.com

Cuba

Public consultation on the integrated development of Old Havana



Context: The state office of the Historian of the City of Havana (OHCH) is promoting the regeneration of the architectural complex of Old Havana, which in 1982 was classified as part of the cultural heritage of humanity by UNESCO. OHCH focuses on integrated local development – a task that involves much more than just renovating homes, churches and squares or building hotels and restaurants. The Swiss Agency for Development and Cooperation is contributing to the promotion of participatory urban planning under the Special Integrated Development Plan (PEDI).

Objectives: To develop, in a participatory manner, the final version of the plan, which laid the foundations for the work of the Office of the Historian.

Target population: 60,000 residents in the historical centre of Havana.

Activities: A broad process of public consultation on the preliminary version of the PEDI was conducted with the involvement of the Office of the Historian and other local government bodies as well as citizens living or working in the historical centre.

Four thousand printed copies of the PEDI were distributed to different institutions and members of the public. A survey was conducted to gather opinions from the public before holding a series of discussion workshops.

The debates with members of the public were energised by the viewing of the documentary *Hablemos de La Habana Vieja* (Let's Talk About Old Havana), which encouraged local residents to participate actively in the consultation and express their concerns and opinions on how to improve the plan. Public consultation meetings were organised in all the people's councils of Old Havana

as well as in cultural facilities, schools and other community spaces. The meetings were held in the evenings in order to promote citizen participation. Six hundred and thirty-seven people, including 201 members of institutions and 436 members of the community, took part in the process.

Results: The public consultation strengthened a participatory culture in different institutions as well as among the population at large. At the same time it contributed to the drafting of the final version of the plan, which was submitted in 2012 on the occasion of the 10th Meeting on the maintenance and management of historical centres and is currently in force.

Recommendations: It is essential to plan the entire process. This includes:

- Dividing the working groups not only by area of residence but also by occupation and age;
- Supporting the consultation process with experienced facilitators;
- Finding elements to energise the process (e.g. the video documentary);
- Having a good basic document (in our case the PEDI) and disseminating it prior to the consultation;
- Publicising the consultation through local media, social networks, community leaders, unions and associations;
- Sharing the results with the population.

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Georgia

Documentary film in support of the sheep-farming sector



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Context: Sheep farming is a traditional sector of Georgian agriculture with a potential for growth. Up to a million livestock migrate between summer and winter pastures on an ancient transhumance route which crosses the country. Degraded infrastructure, uncontrolled animal diseases and lack of state support were making these journeys dangerous and limited the growth of livestock in Georgia. A 52-minute documentary was produced showing the challenges faced by traditional Georgian sheep farmers along the transhumance route. The film was one of several activities undertaken by the SDC-funded 'Alliances Lesser Caucasus Programme (ALCP)' implemented by Mercy Corps Georgia (2011-2017).

Objectives:

- Raise awareness of the poor condition of the transhumance route and call for action by decision-makers to improve the livelihoods of shepherds.
- Support activities to improve the infrastructure and control animal disease during seasonal transhumance.

Target population: The population of four regions in Georgia; sheep farmers; central, regional and local government authorities.

Activities: The documentary 'The Road' boosted a communication process with government authorities, civil society and the private sector:

- 'The Road' was screened not only in urban spaces and universities, but also on sheep farms for shepherds and the population along the route;
- 'The Road' served as an effective advocacy tool for meetings with the Georgian government;
- 'The Road' was covered by Georgian media which published/broadcast dozens of articles and TV programmes based on the film.

Results: The documentary catalysed action on the transhumance issue:

- The government issued rules for the seasonal movement, produced a sheep sector development strategy and started to improve the infrastructure along the transhumance route;
- The National Food Agency established a special unit for the transhumance route and started the sheep registration process;
- The Ministry of Economy and Sustainable Development began to re-appropriate parts of the route which had been sold off.
- The film inspired the Georgian Shepherds Association to organise the 1st National Conference of Georgian Shepherds.

Recommendations:

- Use the documentary as an evidence-based advocacy tool with various audiences and institutions. The film should document, not lecture – trust in the strength of the pictures!
- To make effective use of the film (and the debate it may trigger) you should combine it with policy-level interventions.
- Offer a space for discussion with the audience after screening the film to check if and how the messages were understood.

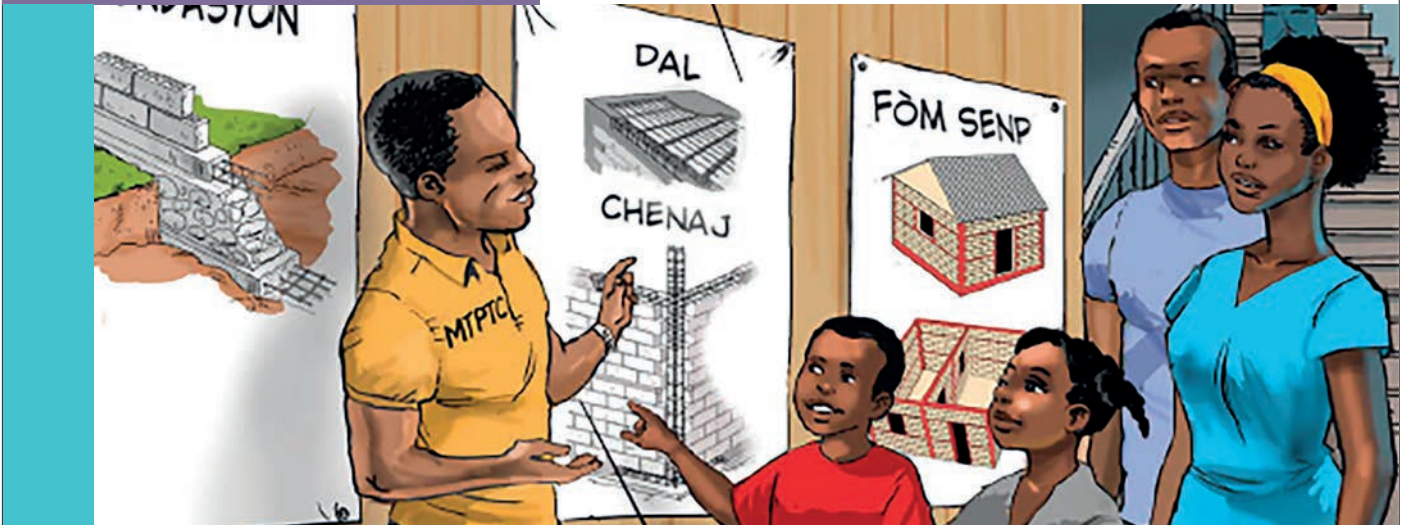
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Links: Documentary 'The Road': <https://www.youtube.com/watch?v=XyxTM5b1nY>

Haiti

Educational calendar “Keeping buildings strong and earthquake-proof”



Context: The January 2010 earthquake in Haiti killed over 200,000 people. A major reason for the high human toll was the poor construction quality of many buildings and homes, which collapsed like a house of cards. In order to promote and disseminate the highest quality standards in construction, the Swiss Agency for Development and Cooperation founded the Competence Centre for Reconstruction (CRR) in partnership with the Ministry of Public Works, Transport and Communication and the National Institute for Vocational Training. The CRR trains Haitian engineers and builders in confined masonry techniques and earthquake- and hurricane-proof construction. With a view to sustainability, a manual and educational materials comprising ten one-day training modules were delivered to both public institutions.

Objectives: Increase awareness of sound earthquake-proof design and construction practices.

Target population: Builders, engineers, local authority surveyors, private citizens planning to build, NGOs participating in construction or reconstruction activities.

Activities: To disseminate the modules to a broad audience, the SDC produced calendars in French and Haitian Creole describing – through telling images and in simple terms – the best earthquake and hurricane-proof building methods. Between 2011 and 2016, over 50,000 calendars were printed and distributed to government departments, local institutions and NGOs.

Results:

- The calendar aroused a great deal of interest and raised the Haitian population’s awareness of earthquake- and hurricane-proof building methods.
- It also strengthened institutional relations with government agencies and NGOs active in the reconstruction sector.
- The SDC gained visibility and recognition as an active and competent donor in the field of reconstruction.

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Honduras

TV and radio programme to promote rural SMEs



Context: Televisión Nacional de Honduras is a state-owned network with very wide national coverage, particularly in rural areas. For several years, Pymerural – an SDC project implemented by Swisscontact, providing support to improve the productivity and profitability of rural SMEs – had an almost weekly one-hour slot to present good practices for the benefit of rural SMEs. Some issues were also addressed in a programme broadcast by Radio Nacional de Honduras.

Objectives: Contribute to the widespread adoption of good practices, business models and technological innovations to boost competitiveness. Raise the profile of the SDC, Swisscontact and the government of Honduras as partners committed to rural business development.

Target population: Small- and medium-scale farmers, agri-food processing businesses, and the general public.

Activities: The programme director moderates the debate. Key issues and challenges for the agri-food sector as well as project activities are presented during the programme. Technicians and other stakeholders are interviewed during the field trips to gather their views on ways of improving their livelihood and competitiveness. During discussion sessions, the programme director raises questions and discusses them with the guests, including farmers/producers, technicians, government officials and Pymerural representatives.

Results: Requests for advice are received through the website, and people also call the office to ask for additional information. The programme has boosted the

number of document downloads from the website. The most important topics are also broadcast on other television channels, especially when documentary video footage and personal accounts are available.

Recommendations:

- Give credit to local partners and other donors.
- Include success stories told by the participants.
- Mention the relevant internet links to promote the downloading of educational materials.
- Dress the set with fresh produce and/or processed products;
- Prepare a list of guideline questions and distribute it to participants before the show.
- The participation of a Pymerural spokesperson is important to present the figures, mention cooperating partners, emphasise positive impacts and lead the discussion when required.
- The TV programme is free of charge, but provision must be made for the travel costs of journalists on field assignments.

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Hungría

Day of Birds and Trees Competition



Context: Biodiversity and environmental protection are one of the thematic focus areas of the Swiss Contribution to Hungary. Promoting and protecting Hungary's natural assets is a main objective. Public awareness campaigns are a fundamental tool to accomplish this goal.

The Swiss-supported Pro Vértés Public Foundation has been organising the Day of Birds and Trees competition for primary school pupils since 2010. In 2014, the Pro Vértés Public Foundation also organised a photo- and video contest for primary and secondary school pupils with hundreds of participants.

Objectives:

- Promoting and protecting Hungary's natural assets.
- Raising young people's awareness of nature conservation.

Target population: Primary and secondary school pupils.

Activities: The Day of Birds and Trees Competition is widely advertised by means of mailings to every primary and secondary school, media releases and Facebook. It consists of two rounds. A county round which takes place in every Hungarian county in March, and the national final, where the 20 winning teams from the county rounds participate in a two-day programme in the open-air school of the Pro Vértés Public Foundation in Vértésboglár.

On the first day there is a nature conservation obstacle course (birdwatching with binoculars, identifying birds by their sounds, building a camouflage tent, etc.). Afterwards the students plant the Tree of the Year (field

maple in 2014). On the second day the students go on a birdwatching excursion in a protected area. In 2014 the local media broadcast short news reports about the competition, reaching approximately 150,000 people.

In the video and photo contest entitled 'Discover local natural assets!' children aged 10-18 competed in 11 categories. In 2014 more than 3,000 works were submitted. The best works were chosen by public voting.

Results:

- 765 pupils participated in the Day of Birds and Trees competitions in 2013 and 2014; 777 pupils participated in the photo and video contest in 2014 with 3,086 works.
- Children and youth became more familiar with Hungary's natural assets and participated in nature conservation activities.

Recommendations:

- The tasks should not be too difficult for the students; it should rather be a playful and interesting event.
- The competition provides children and supervising teachers with the opportunity to meet and team up with children/teachers from other districts with similar interests.

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Laos

Community Participatory Planning for Social Inclusion



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Context: In Laos most poor people live in the remote uplands. Two-thirds of them belong to ethnic minority groups and face multiple forms of exclusion and discrimination. Infrastructure, markets, and public services are of poor quality and the access to mainstream education is limited due to their minority languages.

Objectives: The SDC-funded Poverty Reduction Fund seeks to empower Lao villagers through inclusive local development processes. Infrastructure projects, clean water systems, schools and roads are prioritised, planned and built in a participatory and sustainable manner.

Target population: Poor rural communities in remote areas.

Activities: Villages are approached and briefed about the project idea in their local language. A village meeting is conducted where needs are identified. A vote is carried out which allows villagers to decide in which infrastructure project the available funds shall be invested. During the planning process, communities are divided in small groups in order to increase people's participation. Sometimes increased voting weight is given to women or ethnic minority groups.

During the implementation process, peer to peer visits are organised: Village representatives discuss challenges and learn how to solve them. Delegates of villages who have successfully implemented a project are invited to the local radio station to share their experiences with other communities.

To grant full transparency each village has a community information board that displays the village develop-

ment plans, maps and the composition of village institutions. Systemised information opens the door for other rural development agencies and projects.

Results:

- Evaluations show a high level of community ownership. Most projects are functional after four to six years of operation, and the operations and maintenance committees remain active.
- Villagers are more satisfied with the capacity of the village government to meet their needs.
- The participatory projects are cost-effective in comparison to similar investments financed by other agencies.

Recommendations:

- The project staff and facilitators must be from the same ethnic group or be fluent in the local language.
- Separating men and women and/or different ethnic groups in the planning process can help those that usually don't get a chance to voice their opinion in public.
- To avoid vulnerable groups being excluded from the decision-making process at the village level, non-negotiable principles should be applied to promote their active participation.

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Latvia

'Lord of Fire': Contest for schoolchildren



Context: The SDC has supported 57 Latvian municipalities in their efforts to improve fire safety in schools and pre-schools. Besides improving the infrastructure to ensure higher fire safety standards, a multi-round contest entitled 'Lord of Fire' was organised.

The fire-safety project invested considerable funds in publicity and awareness raising. It also strengthened the institutional visibility and the knowledge of Switzerland in Latvia.

Objectives:

- Raise awareness of fire safety with a focus on preventive measures.
- Inform schoolchildren about Switzerland.
- Increase the visibility of the Swiss contribution at the national level.

Target population: Schoolchildren, teachers, parents, general public.

Activities: The contest was organised at the local, regional and national levels and lasted several months. The winners of the local and regional contests qualified for the national competition held in the capital Riga. The final contest was broadcast on prime-time TV the day before the official autumn start of school in Latvia. It was hosted by a popular TV moderator and featured the Swiss ambassador and Swiss project partners.

The tasks were adapted to the skills of different age groups: pre-school and children with special needs participated in the drawing contest; schoolchildren up to grade 8 competed in fire safety activities and tested their overall knowledge of Switzerland.

A special homepage for the contest had over 21,000 followers at the peak of the competition. At a later stage an educational online game was developed.

Results:

- A truly national event raising awareness of fire safety among a wide audience of school children and their parents. During the competition there were heated debates on the contest webpage about fire safety dos and don'ts.
- Greater public awareness thanks to wide audience reached: 186 school teams with 1,302 participants gained in-depth knowledge, 23,000 people followed the contest; greater public awareness.
- The image of Switzerland as a donor that cares for the safety and the well-being of people was improved.

Recommendations:

- Involve audience emotionally.
- Adjust objectives and messages to various age groups.
- Combine awareness raising with institutional visibility

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Links: Online game on fire safety: www.drosadiena.lv/games#

Macedonia

Travelling photo exhibition: 'Roma Realities'



© Yves Leresche

Context: The Roma are the largest minority group in Europe. In Macedonia, they represent 2.6% of the total population. The unemployment rate among the Roma is almost double the national average. Over a third of Roma households are living in precarious conditions below minimum standards. Twelve European governments launched the *Decade of Roma Inclusion 2005-2015* with the aim of working "toward eliminating discrimination and closing the unacceptable gaps between Roma and the rest of society". The SDC has supported these goals with a number of projects in the Western Balkans.

Objectives: The travelling photo exhibition 'Roma Realities' was organised by the SDC to:

- Counter prejudices and document the diversity of Roma reality between discrimination and integration;
- Raise awareness and support the goals of the Decade of Roma Inclusion 2005-2015.

Target population: General public, authorities, the media

Activities: 'Roma Realities' was an SDC initiative carried out in cooperation with the Swiss Roma photographer Yves Leresche documenting the life of the Roma community in the Western Balkans. In the summer of 2008 the exhibition made nine stops at public squares in Hungary, Albania, Macedonia and Serbia.

'Roma Realities' was exhibited on the main square in Skopje, the capital of Macedonia, for ten days. An official opening event attended by local authorities and the media and a panel discussion framed the exhibition.

Results: This exhibition in a public square raised awareness among people from all walks of life. According to a survey on the impact of the exhibition conducted by a university institute:

- One quarter of the visitors said that the exhibition changed their perception. They reported having previously been unaware of successful and well integrated Roma like those shown in the exhibition.
- Half of the visitors stated that deep-rooted stereotypes cannot be easily overcome.
- About 15% of the visitors, predominantly Roma, had mixed feelings because the exhibition also showed the miserable side of Roma life.

Recommendations:

- Exhibitions on public grounds need the permission of local authorities. This can take time. Make your request early!
- Avoid competition with other important events (like national elections) to ensure the attention of the media.
- Be aware of all kind of reactions: pictures can challenge the self-perception of the group that is the focus of the exhibition.

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Links: <http://yvesleresche.ch/roma-realities-balkans>

Mali

Campaign to create mobile schools for nomadic communities



Context: For over a decade now, the Swiss Agency for Development and Cooperation, in partnership with the Ministry of National Education, has been working to provide children in pastoral and nomadic communities with access to education. This is a challenging task since these communities gain their livelihood by moving from one place to another in search of water and pastures for their livestock.

The SDC and its partners have developed an education rooted in the realities of these communities. Thus, they have engaged in a number of information, awareness-raising and social mobilisation activities in order to contribute to gearing education more closely to the economic, social and cultural environment of nomadic populations (Peul, Tuareg and Bozo).

Objectives: Increase awareness and provide information in order to create favourable conditions for educating the children of nomadic communities.

Target population: Parents' associations, school management boards, teachers, community and religious leaders

Activities: The awareness campaign comprised several different areas for action:

- Mobilisation of the entire community around the school, working together with parents' associations and school management boards;
- Use of local radio stations to inform and raise the awareness of the target groups;
- Organisation of meetings with community and religious leaders to discuss the importance of schooling for nomadic societies;

- Screening of films and short video sketches on education in nomadic societies;
- Focus on the benefits of school education (e.g. during village assemblies);
- Training of teachers, elected leaders and parents to increase their understanding of children's right to education.

Results: These awareness-raising and social mobilisation activities contributed to the creation of 50 mobile schools providing education for some 1,600 children in the Inner Delta of the Niger River (Youwarou, Tenenkou, Mopti and Djenné areas).

Recommendations:

- Ensure that discussions are held in the local languages so that everybody can understand what is being said.
- Engage participants in a debate after the screening of films and video sketches on education in nomadic communities.
- Ensure that community radio presenters are familiar with the issues surrounding school education.

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Moldova

Educational puppet show to teach children road safety



Context: Road accidents are the main cause of death and disability among children and young adults in Moldova. There are several reasons for this: traffic is increasing, there is little parental supervision and adults' behaviour is not a positive example for children.

To tackle the problem, the SDC supports an interactive road safety campaign that aims to raise awareness among parents and children. The campaign, which has been implemented since 2014, is part of the SDC project 'Regionalisation of pediatric emergency and intensive care services in Moldova' (REPEMOL).

Objectives:

- Children are familiarised with road safety rules and adopt safe behaviour;
- Parents and teachers become aware of traffic risks for children and reinforce what the children learn about road safety.

Target population:

- Direct beneficiaries: children aged 5 to 10 years
- Indirect beneficiaries: parents and teachers.

Activities: Puppet show performances with professional actors on the topic of road safety and how to enhance it. The play includes brief interactions (Q&A) between the puppets and the young audience to help the children internalise basic traffic rules. The educational puppet show was developed in close collaboration between the National Patrol Inspectorate, the Ministry of Education, 'Guguta' Puppet Theatre and the SDC-funded REPEMOL project.

Results: Over 8,000 children learnt basic traffic rules along with their parents and educators in a playful way. Monthly presentations of the educational play were held at the Guguta Theatre in Chisinau from November 2014; 46 performances were given in schools and kindergartens in different districts of Moldova.

The interactive puppet show demonstrates that learning by playing can be more effective than the traditional teacher-centred approach that still predominates in Moldova even in primary education.

Recommendations:

- Collaborate with key institutions (like the Ministry of Education) to assure sustainability.
- Focus on a few key messages and do not overload the play with too much information.
- Demonstrate to teachers and parents that learning by playing as opposed to still widely practiced traditional teacher-centred approach is worth investing in.
- Involve the audience with short interactions during and after the play.
- Use funny characters popular among children.

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Links: www.youtube.com/watch?v=tZ6E3a038ZU

Mongolia

Musical drama on desertification



Context: Mongolia's territory is located in dry zones prone to desertification. As a result of human action and climate change, more than 70% of the pastoral land has been degraded to some degree. Land degradation and desertification pose serious threats to the country's productive capacity, its environment and its traditional nomadic culture. 48% of the rural population lives in poverty.

Objectives: A musical drama with a strong message on land degradation was produced with the aim of:

- raising awareness of desertification and its consequences on people's livelihoods and Mongolia's economy;
- calling for action to reverse the trend.

Target population: The musical targeted the urban population with access to theatres; a DVD was produced to reach the rural and remote population.

Activities: The musical drama was created and produced by the Mongolian Academic Drama Theatre – one of the principal state-run drama theatres in the Mongolian capital Ulaanbaatar. The script writer, producer and actors were all highly regarded professionals. The musical drama was also promoted through local television channels and recorded on DVD for further dissemination and educational purposes. The DVD was distributed free of charge to secondary schools and public libraries.

Results:

- Over 1,500 people watched the musical drama on stage. The feedback on the content and quality of the play was very positive.
- Growing awareness of a problem that requires firm and urgent action to reverse destructive trends and behaviours.
- In 2009 'The Agony of the Yellow Sea' received the Saint Muse Award for the Mongolian drama of the year.

Recommendations:

- Developing a musical drama with well-known actors and script writers requires a relatively high budget.
- Outreach can be increased by involving the media, especially TV.
- Allocate some budget expenditure to produce a DVD for larger distribution in rural areas and for public schools.

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Mozambique

Sons of the moon: Awareness campaign on albinism

© Solange dos Santos



Context: Albinism in Mozambique used to be a neglected subject. Albinos and their families face social discrimination and stigmatisation underlined by myths and traditional beliefs. To promote the human rights of people living with albinism, the SDC decided to support the awareness campaign of a local Albino association in cooperation with a Swiss photographer.

Objectives:

- De-victimize Albinos and show their beauty.
- Demystify the representation of Albinos by society.
- Provide information about the rights of Albinos and the precautions they have to take to take control of their lives.

Target population: Citizens and authorities, people living with albinism and their family members

Activities: A photo exhibition was held in the attractive open-air location of the old Fort of Maputo, the main venue of the campaign on albinism launched by the SDC with the Ministry of Health and the Association of Albinos in Mozambique. In parallel, leaflets were produced and workshops were held with doctors, witchdoctors, students and Albinos. An art book was published with more than 100 interviews and a preamble by Malian songwriter Salif Keita.

The campaign carried the following messages: Albinism is genetic and not contagious and a sign of the devil. A person living with albinism is a human being that needs to be loved, protected and have the same opportunities as you and me.

Results:

- The exhibition was seen by more than 20,000 visitors and launched a national debate on an issue considered taboo.
- The local and international media promoted the event and produced background articles and TV reports on albinism in Mozambique.
- The exhibition served as a platform for the Albino Association to find partners for future activities.

Recommendations:

- Know the subject you are going to campaign on: invest in researching the subject and create a link to the SDC's mandate.
- Develop strong messages that are easy to understand.
- Distribute printed products (leaflets, books) with background information for a wide audience.
- Cooperate with the media (TV, radios, newspapers) to enhance outreach and impact.
- Involve national and international personalities as campaign ambassadors.
- Analyse the capacities of your campaigning partners: They should have a solid organisational structure to follow up on the opportunities resulting from the campaign.

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Nepal

Public Hearings and Social Audits



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Context: The public hearing is one among many social accountability tools to promote dialogue between authorities (duty bearers) and citizens (right holders) and strengthen both downward and upward accountability mainly at local level. They are an effective tool to plan a cooperation project (identifying people's needs) and to monitor progress (check on the inclusive nature and quality of service delivery).

Objectives: Create more inclusive, transparent and accountable local governance.

Target population: Local authorities and citizens, specifically poor and disadvantaged people in the districts.

Activities: Initially public hearings were promoted mainly by external actors (international cooperation). Step by step social accountability tools (including public audit) were included into the governmental guidelines. Now they are mandatory for all state bodies and line agencies, mainly at local level.

According to the guidelines, local bodies have to hire an external facilitator. Participation is open for all citizens of a particular community, municipality or district. The agenda is defined jointly by the external facilitator and the authorities, but citizens are free to raise any issue of concern during the hearing. Frequently raised topics are the effective use of budgets, the quality of infrastructure and service delivery, timely payment of social security allowances, presence of the authorities at the duty station etc. In principle, the discussion on each issue is concluded with a commitment of the duty bearers on the measures to be taken in order to address the situation.

Results:

- Building on established SDC practice, the Nepalese government declared public hearings mandatory

for all local bodies. They are now included in the government's service guidelines.

- People are empowered to demand from their authorities accountability and compliance with the law.
- Trust between authorities and citizens is increasing with more transparent and inclusive decision-making processes.
- Citizens and local government bodies are better informed about development activities within their community/municipality.

Recommendations:

- A public hearing should be organised and conducted by an independent third party (person or organisation).
- Choose a good facilitator: they have a key role in conducting the hearing.
- Explain the rules of the game – a code of conduct must be known and accepted by all.
- Limit the debate to one issue/one purpose per event.
- Reserve maximum time for the public debate – comments, questions, answers.
- Think about how you can ensure the participation of disadvantaged groups and address their particular issues.

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Nicaragua

Educational theatre: the Water Circus



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Context: For more than two decades, the Swiss Cooperation Office in Central America has been working to increase access to drinking water and improve health conditions in rural areas in Nicaragua. To make meaningful gains on the health front, it is not enough to ensure physical access to drinking water; it is also necessary to spread good hygiene practices, such as hand-washing and other forms of personal hygiene. For the Water Circus - a fun/educational show for children - the choice fell upon a number of small schools located in the four poorest municipalities in the district of Matagalpa, in the north of the country (El Tuma-La Dalia, Matiguás, San Ramón and Río Blanco). The SDC water programme, which provides access to sustainable sanitation, hygiene and drinking water services, is focusing its activities in these localities.

Objectives: Promote hand washing with soap and raise awareness on the need to protect vital water resources.

Target population: Children and young people; teachers and parents (indirect beneficiaries).

Activities: There were two main activities:

- performance of a play featuring clowns, jugglers and other circus acts. Based on the key messages of the water and sanitation programme, the play was staged with the help of professional performers. Important aspects such as the educational level, customs and everyday language of the audience were taken into consideration;
- design and production of the book *The blue school*, which is an expanded version of the story of the play (educational material for schools).

Results: Thirty-two performances were given – and were very well received, not only by the children but by the communities as a whole. Three thousand copies of the book *The blue school* were delivered to the Ministry of Education for distribution in municipal schools.

Recommendations:

- The messages should be very clear and contain no references to politics or religion.
- The performances should take place in central locations at a time agreed with the school authorities.
- It is advisable to organise an open discussion with the audience after each performance to ensure the message has been understood and well-received.
- Parallel workshops should be organised with teachers and parents to reinforce the messages. In our case, the workshops focused on the need to organise the community in order to ensure proper maintenance of the drinking water/sanitary systems to be installed in the schools.
- Distribute the book in schools and ensure it is discussed by the pupils.

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Links: www.youtube.com/watch?v=jsqPVvuKc6s

Peru

Contest: "Producing quality responsibly"



Context: In partnership with Swisscontact, the Swiss Agency for Development and Cooperation promotes the programme *Energy efficiency in traditional brick-making kilns in Latin America (EELA)*. Thanks to new technologies – suited to the economic reality of the brick-makers – the kilns release smaller amounts of greenhouse gases, generate less air pollution and improve the quality of the products. The programme works in close cooperation with a group of brickmaking kilns run by small-scale producers in the district of San Jerónimo (province of Cuzco).

Objectives: Artisan brick-makers become aware of the advantages of using new technologies which allow them to obtain a better product (high-quality bricks) in conformity with the national technical standards.

Target population: Artisan brick-makers

Activities: A technical-environmental contest was organised under the slogan *Producing quality responsibly*. Through posters, brief radio announcements and loudspeaker vehicles, brick-makers in the local district and neighbouring areas were invited to participate. The rules of the contest and the prizes were publicised via posters and public announcements.

The contest had two stages. The first stage involved defining environmentally responsible production and requiring participants to show their proficiency in the use of a fan (the key technology used in the project) in order to generate fewer emissions when firing the bricks. In the second stage, the quality of the products was assessed. The bricks were lab-tested by a local technical institute specialising in construction services to determine their

resistance to compression. The tests were performed in the presence of the contest judges, with all contestants taking part.

Results: There were 54 participants in the contest, i.e. a significant proportion of the brick-makers working in the area. The project demonstrated in practice that the new technology can be used to obtain a better product.

Recommendations:

- It was very important that the compressive strength tests were entrusted to a recognised entity.
- The media and the local authorities were invited to the award ceremony.
- The prizes awarded were attractive and directly related to the participants' productive activity. The prizes consisted of metering/ventilator units, trolleys and personal safety equipment (goggles, gloves).

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Ukraine

All-Ukrainian awareness raising campaign
'Decentralisation of Power'


it's time
to make
BIG changes!

Context: Decentralisation reforms in Ukraine were launched in April 2014. Progress was slow. The concept of decentralisation was not fully understood by citizens.

A broad-based awareness raising campaign was urgently needed. In response to a request from the Ministry of Regional Development, the SDC's decentralisation project DESPRO conducted a series of panel discussions in each region, explaining the logic of the reforms. The demand for information in the regions was high. To elaborate a comprehensive national communication strategy on decentralisation reform, the SDC supported the establishment of an interagency working group with communication experts from business, civil society, government and donor organisations.

Objectives:

- Promote the active participation of Ukrainian citizens in the reform process.
- Build capacities of those implementing the reforms at the local level.

Target population: Citizens, local authorities, media

Activities: Based on a public survey a communication strategy was established and launched in the summer of 2015 with several lines of action:

- Regular on-line activities. DESPRO established the official bilingual website *Decentralization of Power*, constantly updated with new video, audio and infographic materials (up to 2,000 visitors daily).
- Brochures explaining laws and policy documents in simple and clear language.
- Educational videos, communicating the core messages in a humorous and light manner.

- Regional TV and radio stations got involved in the campaign.
- Animated infographics were broadcast in every region.
- Around 12,000 links per month are posted on key websites and social media.

Results: Despite the complexity of the reform, the campaign is in full swing. Outreach in 2015:

Internet	3,235,500
Regional TV	6,780,000
Radio	1,240,000
Local press	15,000
Print materials	70,000 (targeted dissemination)

Recommendations:

- A lone soldier cannot win a battle – a major campaign requires a professional team.
- Use efficient, low-budget tools: social media marketing, direct-mailing, online communication.
- Generate your own content: according to focus-group research, people trust international experts more than information from the government.
- Make it visual and funny – use animation, infographics, videos.

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Links: <http://decentralization.gov.ua/en>

Video: <http://despro.org.ua/news/detail.php?ID=1611>

Infographics: <http://decentralization.gov.ua/en/video>

Zimbabwe

Handwashing behaviour change campaign



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Context: Diarrheal diseases are among the leading global causes of mortality among the under-fives, largely due to inadequate water, sanitation, and hygiene practices. Evidence shows that activities promoting handwashing with soap lead to a 40% reduction in the risk of diarrhoea. The Global Programme Water GPW decided to implement a campaign to promote handwashing with soap in Zimbabwe. At the policy level it is persuading policymakers to promote handwashing with soap by means of local and national policies, programmes and budgets.

Objectives: To promote handwashing with soap among schoolchildren, caregivers, and policymakers in Zimbabwe.

Target population:

- Primary schoolchildren and caregivers
- Health centre staff, primary school teachers, policymakers.

Activities: Activities are based on the understanding of the factors that determine the behaviour of the participants. Extensive baseline data collection and data analysis is crucial.

School teachers, health centre staff, and local administration are involved during the design and implementation of the campaign.

Top-down health messaging is replaced by interactive community meetings, household visits and handwashing classes. Multiple communication channels include live performances, radio shows and interactive SMS messaging.

Campaign activities are guided by a communication strategy with a catchy narrative (Handwashing? Of course!).

Results:

- The project reached a total of 15,540 children in 10 primary schools. Trained staff from 9 health centres reached more than 700 caregivers in 10 high-density suburbs of Harare (phase 1, Aug-Dec 2015).
- 4 live shows including drama, performances, quizzes and demonstrations of handwashing practices reached more than 4,700 people in 4 suburbs.
- Beyond the scope of the project, the campaign triggered an interesting dynamic in the target areas, e.g. school development committees approved budgets for the provision of soap and buckets in the schools, a local private manufacturer is providing soap dispensers and local authorities improved the access of schools to a clean water supply.

Recommendations:

- Key stakeholders from schools, health centres, local authorities and policymakers must be engaged in the design, planning and implementation to fully understand the campaign.
- Timing for the campaign implementation is crucial (avoid wet season, national holidays, competing activities).
- Local private companies should be involved to complement project activities.

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Annexes

Annex 1. The Rome Consensus, 2006

Participants in the 2006 World Congress on Communication for Development, organised by United Nations in Rome, recommend that policy makers and funders do the following:

1. Overall national development policies should include specific communication for development components.
2. Development organisations should include communication for development as a central element at the inception of programmes.
3. Strengthen the communication for development capacity within countries and organisations at all levels. This includes: people in their communities; communication for development specialists and other staff including through the further development of training courses and academic programmes.
4. Expand the level of financial investment to ensure adequate, coordinated, financing of the core elements of communication for development. This includes a budget line for communication for development.
5. Adopt and implement policies and legislation that provide an enabling environment for communication for development – including free and pluralistic media, the right to information and to communicate.
6. Communication for development programmes should be required to identify and include appropriate monitoring and evaluation indicators and methodologies throughout the process.
7. Strengthen partnerships and networks at international, national and local levels to advance communication for development and improve outcomes.
8. Move towards a rights-based approach to communication for development.

Conclusion: As Nelson Mandela highlighted, it is people that make the difference. Communication is about people. Communication for development is essential to make the difference happen.

Annex 2. Basic structure of a C4D strategy

Project	Institution	Date
Desired changes: What changes do we wish to bring about and/or contribute to?		

1.

2.

3.

Aspect	General analytical information
What are the main themes and messages we wish to communicate?	
Why these messages?	
Who are the main target groups?	
What are the most effective channels and methods?	
How can we measure and evaluate the outcomes?	
Background: Are there people/stakeholders who oppose or hinder these changes?	
What and/or who can facilitate and support these changes?	
Budget: What resources are available to us?	

Source: *Helvetas Swiss Intercooperation*, Guatemala.

Annex 3. Key questions to elaborate a C4D strategy

Five Management decisions for a communication strategy



1. What types of stakeholders should be involved?
2. What is the desired change in behaviour?
3. What messages should be appropriate?
4. Which channels of communication would be most effective?
5. How will the communication process be monitored and evaluated?

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What types of stakeholders should be involved?

- Identify stakeholders and assess their perceptions
- Understand and describe the stakeholders you want to target, among various social groups (policy makers at the national level, members of Parliament, high-ranking public officials, mayors, top-level farmer representatives, indigenous people, journalists, opinion makers, religion leaders, civil society leaders, students, etc ...): level of education, opinions, beliefs, knowledge, skills. Evaluate the political, social, and cultural environment
- Support them to identify their needs. How do their needs differ? How are they similar?
- How should they be involved? Types of participation: direct or indirect; level of involvement (information, consultation, decision making)
- What media do they listen to, watch and read?
- Be careful: don't specify an audience which is too broad to reach.



What is the desired change in behaviour?

- Identify how behaviours are different (what are the behaviours that need to be promoted? What are those that need to be discouraged?)
- Analyse the factors that motivate the behaviour:
 1. BENEFITS: will the audience get something out of this in the short run that makes it worthwhile?
 2. COSTS: What does the audience have to give up in order to get those benefits? Is it affordable? (costs= time, effort, social status, monetary costs)
 3. OTHERS: will the audience be popular if they adopt this new behaviour? What will those they
 4. SELF-EFFICACY: Is the audience able to engage in this behaviour? Does she have the skills, opportunities and resources?
- Select the desired behaviour.

3

What messages should be appropriate?

Develop effective messages (both verbal and nonverbal). Select one message for one audience which might appeal to this audience. The message must be:

- FUN: offers some benefit the audience cares about
- EASY: makes it easy for the audience to adopt the new behaviour
- POPULAR: appeals to the people that the audience trusts and follow the most (credibility).

Effective messages:

- are simple
- tell stories about real people
- are novel, fresh and often surprising
- use social pressure
- offer a clear benefit to the audience

Test the messages before using them!

4

Which channels of communication would be most effective?

Select a channel of communication popular with the targeted audience: whom do you trust? whom do you believe?

- related to the audience's size
- related to the complexity of the message
- cost-effective (s. table strengths and weaknesses of different kinds of media)

Select timing of dissemination that makes it possible for the targeted audience to receive the message.

5

How will the communication process be monitored and evaluated?

Both quantitative as qualitative methods may be used for M&E in those areas: (s. table areas of M&E)

- Input: economic and human resources budgeted and actually spent for one given activity
- Output: quality and quantity of the products of the communication campaign in terms of activities (meetings, mass events, ...) and media
- Outcome: number of stakeholders who were exposed to the communication activities
- Impact: change in knowledge and real behavioural change.

Annex 4. Useful links

Reference texts:

World Bank, **Development Communication Sourcebook**.

Available at: <http://siteresources.worldbank.org/EXTDEVCOMMENG/Resources/DevelopmentCommSourcebook.pdf>

World Congress on Communication for Development 2006

[Ftp://ftp.fao.org/docrep/fao/010/ai143e/ai143e01.pdf](ftp://ftp.fao.org/docrep/fao/010/ai143e/ai143e01.pdf)

Websites:

The Communication Initiative Network: <http://www.comminit.com/global/>

FAO: www.fao.org/oek/communication-for-development/en/

UNICEF: www.unicef.org/cbsc/

Communication for Development Info: www.com4dev.info/

Communication for Development Network: <http://c4dnetwork.apps-1and1.net/>

Communication lies at the heart of sustainable development. It is a transversal task for all, not a discipline for communicators only.



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