

# VOICES WITH PURPOSE

A MANUAL ON COMMUNICATION STRATEGIES  
FOR DEVELOPMENT AND SOCIAL CHANGE

**FACILITATOR'S  
MODULE**

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DEVELOPMENT AND SOCIAL CHANGE

## FACILITATOR'S MODULE

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Vigilada Mineducación



fesmedia Africa

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# INTRODUCTION

Civil society actors in Africa are today finding more opportunities to encourage citizen and community participation in promoting social change, yet communicating their efforts effectively and on a greater scale remains a vital challenge. The regional media project of the Friedrich-Ebert-Stiftung (FES) in Africa, *fesmedia Africa*, conducted a study to assess whether civil society organisations (CSOs) in Africa integrate communication strategies into their work, and if so, how. Our research found that many African CSOs have not yet gained a comprehensive vision and understanding of the benefits of communication planning.

Numerous interviews conducted across Africa with communication experts, trainers and non-governmental organisations (NGOs) showed that organisations often incorporate communication tools, such as interview, press release and social media skills, without a clear communication plan to usefully deploy them and engage their audiences. A communication plan addresses aspects such as crafting a communication strategy guided by clear institutional aims, relevant data and evidence; public positioning of an organisation; developing diversified messages to connect and engage with a variety of target audiences; cultivating media and advocacy contacts; alliance building; and formulating tailored internal and external communication strategies.

To address African CSOs' need for effective strategic communication planning, *fesmedia Africa* has developed the programme 'Communication Strategies for Development and Social Change'. The programme aims to:

- empower civil society actors to effectively articulate, represent and advance their interests, causes and goals in the policy-making process; and
- guide CSOs in using modern communications methodologies to broaden opportunities for socio-political participation and social change.

To this end, one component of the programme has been the elaboration of *Voices with Purpose – A Manual on Communication Strategies for Development and Social Change*, which consists of three parts: 1) Conceptual Module, 2) Participant's Module and 3) Facilitator's Module. Equipped with key conceptual foundations, applicable strategies and a step-by-step guide to designing a communication strategy, civil society actors – be they trade unions, women's organisations, human rights activists, young leaders, or specific campaigns – should find themselves in a better position to represent and mobilise action for their causes. Whilst the methodology is directed at CSOs, it is also applicable to interested government institutions and political entities.

The Manual was developed by Rafael Obregón Gálvez, Chief of the Communication for Development Section at UNICEF in New York; and Jair Vega Casanova, Professor in the Department of Social Communication at the Universidad del Norte in Colombia, along with his dedicated team. It builds on a previous version which they co-authored in 2002, with the support of the regional media project of the FES in Latin America.

Prior to publishing, the draft Manual was tested with NGOs in Colombia and an NGO in Namibia. Together with the highly constructive inputs of 17 communication experts from 12 countries across the African continent, the Manual was adapted for African audiences. These experts were in turn trained as facilitators in the use of this methodology to support CSOs keen to design comprehensive communication strategies that will effectuate positive social change.

Given the advanced knowledge and practice with social communication processes in Latin America, the vast expertise of the authors from this region, and the under-use of valuable experiences from regions of the world with greater similarity to African realities, the space created for the exchange of South-South experiences, mutual learning and dialogue was especially rich and inspiring.

We are pleased to share these communication concepts with an African audience.

Sara-Nathalie Brombart  
Director, *fesmedia Africa*  
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# FOREWORD

## Access to Information vis-à-vis Communication for Social Change Strategies

Access to basic and relevant information is a fundamental citizen's right and a vital component for sustainable human development, as it facilitates informed choices and decision-making processes. For example, some areas of the African continent are still losing lives and great human capital to preventable or treatable diseases such as cholera, malaria, tuberculosis, AIDS-related illness and others. Similarly, very often people's daily activities and behaviours – in many cases related to lack of awareness or access to relevant information that leads to environmentally sensitive practices and behaviours – may have a devastating impact on the environment and climate change.

Information is power. And by being empowered with information, citizens are able to obtain tools to support actions of self-determination, self-development and self-achievement. The good news is that over the past several years, many governments in Africa have opened up information in their custody to facilitate their citizens' access to information. Unfortunately, some governments continue to withhold information in their possession, fearing that the more informed their citizens are, the more likely it is that they could lose their mandates and grip on power.

In some parts of Africa, elections still trigger political crises and violence because critical information is not made available to the public, especially voters, at the right time and in a transparent manner. In many cases, citizens are not granted the right to access the information they need to make informed decisions on relevant aspects of their lives. Similarly, many government and private organisations in charge of the provision of basic services such as water, electricity, food, housing, health and education are not well equipped with the required communication tools to provide adequate, relevant and timely information to the best satisfaction and interest of their citizens and other beneficiaries.

Timely, relevant and useful information is instrumental for social progress, social change and development. This requires putting appropriate communication frameworks and tools in place. Section IV of the Declaration of Principles on Freedom of Expression in Africa<sup>1</sup> states that, "Public bodies hold information not for themselves but as custodians of the public good and everyone has a right to access this information." By adopting the Declaration of Principles in 2002, the African Commission on Human and Peoples' Rights has made it possible for African citizens to demand and enjoy access to information to achieve their self-development and social change. The same section of the Declaration of Principles states that, "Public bodies shall be required, even in the absence of a request, to actively publish important information of significant public interests." Making progress on this agenda requires a broad range of communications capacities, tools and frameworks that can support governments and CSOs in implementing more inclusive and participatory communication strategies for sustainable change.

Communication approaches adopted in the operations of an organisation or programme are fundamental and instrumental in fostering positive behaviour and social changes. In that sense, communication strategies should be based on human interactions and on the cultural context in which they take place, in order to develop messages and implement communication activities relevant to citizens and members of the public. Developing the best approaches for interactions and messages demands an adequate understanding of the community and their cultural foundations. Designing the appropriate strategies implies that there is sufficient information and understanding about the socio-cultural dimensions of the relevant development issues and members of the population that should act as key co-participants of the strategy, and that these groups not only have access to the relevant information, but also a supporting environment to engage in the expected behavioural and social changes towards development.

<sup>1</sup> African Commission on Human and Peoples' Rights (2002). *Declaration of Principles on Freedom of Expression*. Banjul, The Gambia. Retrieved June 04, 2019, from <http://hrlibrary.umn.edu/achpr/expressionfreedomdec.html>.

The campaign of the African Platform on Access to Information (APAI) was launched in 2009 to push for the adoption and implementation of national access to information legislation, allowing all citizens to easily access all information held by public bodies, as a public good. Nearly a decade later, more than half of African countries still have no access to information legislation. In some countries, the national campaigns started earlier and lasted more than ten years for a law to see the light of the day. In other countries where a law was adopted, implementation has remained challenged by misunderstandings in relation to the benefits or impacts for development and social change.

The campaign for access to information in Africa also needs appropriate communication strategies to achieve the objective of having the 55 countries equipped with legislation and frameworks that empower their citizens to enjoy access to information for social change and development, and for “the Africa we want”. This Manual will aid the facilitation of access to information campaign strategies and fast track their impacts and processes.

Gabriel Baglo  
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# OVERVIEW OF THE MANUAL

This Manual aims to contribute to the design and implementation of communication strategies in organisations, or campaigns, seeking to reach greater levels of socio-political visibility and impact in local, regional and national contexts.

*Voices with Purpose – A Manual on Communication Strategies for Development and Social Change* contains three complementary modules, each designed with a specific purpose:

## 1. Conceptual Module

The purpose of this module is to expand and ground your learning process with rich theoretical content and a wealth of relevant examples. It sets out the conceptual and theoretical frameworks that will facilitate a deeper understanding of the processes involved in designing, implementing and evaluating a communication strategy.

Case studies that illustrate the application of communication for development and social change principles, concepts, theories, approaches, research, monitoring and evaluation issues have been included in the Annexes Section.

## 2. Participant's Module

The purpose of this module is to steer you through the process of applying your acquired knowledge and skills to begin structuring the core components of your communication strategy. It sets out the practical methodological elements that organisations, or campaigns, can use to implement each of the steps necessary in formulating, implementing and evaluating a communication strategy for development and social change.

## 3. Facilitator's Module

The purpose of this module is to support individuals in charge of facilitating workshops for organisations, or campaigns, engaged in the design and implementation of a communication strategy for development and social change. It provides a series of practical recommendations to be considered by facilitators who actively direct the learning process in group settings.

# OVERVIEW: FACILITATOR'S MODULE

This module provides methodological support for the facilitation of workshops aimed at assisting social, community, state and non-governmental organisations in the formulation of communication strategies for development and social change.

Facilitators are advised to use this module to plan and prepare workshops while making relevant adaptations based on the context in which the workshop will be facilitated, the needs and realities of participants, and the relevant experiences that each facilitator brings to the workshop. This module suggests activities and timeframes, which can be modified according to the availability of resources of the organisation receiving the training, the complexity of communication, social and development issues that constitute the focus of the workshop, or the scope of the strategy to be formulated.

Depending on the workshops' specific timeframes and needs, the sessions proposed in this module can be shortened, integrated or omitted.

## Who should participate?

The Manual on Communication Strategies for Development and Social Change is aimed at strengthening communication processes in organisations whose primary focus is social development; therefore, we suggest that not only communication teams — insofar as they formally exist within the organisation — participate in the workshop, but also members of all other areas of the organisation. It is important that staff from different levels of the organisation (management, technical, operational), as well as from national, regional or local levels, depending on the type of organisation, who are involved in communication and mobilisation activities in any given capacity, participate in the workshop.

Likewise, it is strongly recommended that senior managers with decision-making capacity engage and participate, given that the outputs from the workshop – communication strategy and key activities – may require internal endorsement and support at all levels.

An invitation to participate in the workshop must include clear information about the objectives of the workshop, its duration, expected contribution and engagement of participants, and expected results. Workshop participants are able to express themselves better in a collective activity when they have clarity on what is expected of them, and when they have been allowed to include the activity in their agendas in advance. In this way, they can allocate time and concentration exclusively to the activities of the workshop.

## Preparing for the workshop

It is highly recommended that the facilitator and the participants prepare for the workshop. Suggested preparation includes the following:

- Facilitators should review key documents of the organisation, including vision, mission, most recent work plan and/or annual report, and current communication strategy, if available, or examples of communication activities.
- In particular cases, the facilitator may benefit from reviewing relevant technical information. For instance, if the organisation's interest is to develop a communication strategy that promotes the introduction of consumer-friendly energy policies, then the facilitator should consider familiarising himself/herself with the energy debate in the country where the workshop will take place.
- When possible, and if resources allow, facilitators could consider spending one or two days at the organisation's offices or visit the organisation's field activities to enhance his/her understanding of the communication challenges and activities. Alternatively, the facilitator could consider conducting interviews with a few members of the organisation prior to the workshop.

- Facilitators should stress to the organisation's staff in charge of planning the workshop/training that workshop participants are strongly encouraged to read the Conceptual Module and the Participant's Module in advance. Even for staff who are familiar with the design of communication strategies, familiarity with these two modules will ensure more productive discussions and learning.
- Facilitators should send participants the questionnaire about knowledge, training and experience in communication strategies for social and behavioural change (see Annex 1 in this module) a few weeks before the workshop. This information will allow for prior analysis, which will be important when executing Session 3 activities.

## Duration

It is envisaged that the workshop will last between three and five days. If conditions allow and field exercises are included for data collection or recognition of organisational resources, the facilitator should consider allowing for more time to prepare and implement the workshop. At the same time, in specific cases, this module may facilitate brief orientation sessions (one day or less) for the organisation's decision-makers, senior managers or key staff members.

## Resources

While a wide range of resources can be used in the facilitation of the workshop, it is recommended that facilitators plan in advance and secure resources such as a video projector, computer, adequate internet connection, flipcharts and flipchart paper, and commonly used stationery (such as small cards, narrow and wide sticky-tape, a board or styrofoam sheets, drawing pins, markers, post-it notes and string).

The decision to use other resources will depend on specific activities that the facilitator would like to incorporate, for example, producing or validating certain materials – i.e. print or audio-visual. Also, it is always useful to have sufficient copies of the materials to be distributed to the participants (such as worksheets and hand-outs) beforehand. Similarly, a few extra copies of the Manual's modules and other supporting resources, such as examples of materials or brief case studies of communication strategies implemented in local contexts, might be helpful.

## Work documents

While the Conceptual Module and the Participant's Module are primary resources for the workshop, it is recommended that participants explore or use the following resources to identify references and support materials:

1. The Communication Initiative – [www.comminit.com](http://www.comminit.com).
2. Support materials for theoretical sessions and practical exercises.
3. Relevant audio-visual materials on different social media (for example YouTube or Facebook) or other audio-visual materials that facilitators may find helpful to illustrate key content issues. The case studies in the Conceptual Module list relevant website addresses for accessing additional resources.
4. Other materials that the facilitators deem helpful for the learning process.

## Methodology

Each session is divided in several parts, generally ranging from one to three, depending on the nature of the content. The first part is designed to assess participants' familiarity of, and knowledge about, the subject at hand (i.e. planning cycle in designing communication strategies); the second part introduces key concepts and invites participants to brainstorm on whether, and how, they see themselves reflected in the work that the organisation is developing; and finally, in the third part, key concepts are applied to issues relevant to the organisation, followed by a discussion and collective reflection.

In each case, it is recommended that all sessions be interactive, starting with a dialogue about the notions or preconceptions which the participants might have, and a brief discussion among themselves on how to proceed during the lessons and on the elaboration of the strategy.

Furthermore, facilitators should stimulate participants to broaden their understanding of key communication issues, and recommend that they consult other experts or resources in order to strengthen communication processes within their organisation.

Finally, it is worth noting that although the goal of each workshop is to design a communication strategy for the organisation, an equally important goal in the long-term is to develop and sharpen the skills of the organisation's staff in the design of communication strategies for development and social change. A strategy that can be improved, developed and understood by the entire organisation is preferred over a strategy that is mostly perfect but developed by an external facilitator or resource.

# PROGRAMME

## DAY ONE

### SESSION

# 1

## WELCOME, LOGISTICS AND PARTICIPANTS' INTRODUCTION

### Agenda

- Workshop introduction
- Harmonisation of participants' expectations regarding the workshop
- Presentation of communication projects implemented by participating organisation(s)

### 1.1 Workshop introduction

In order to emphasise the importance of communication processes for achieving results, senior management representatives of the organisation should introduce the relevance of the training. They should also invite participants to take part in workshop activities with the greatest commitment, respecting both the starting times and the times dedicated to each session.

The organisation's focal point for the preparation of the workshop should co-ordinate a presentation that highlights the vision, mission and objectives of the organisation, if they are defined, and outlines what is expected of the communication strategy and the workshop.

While the facilitator should moderate this session, it should be led by the representatives of the organisation and supporting teams, to ensure internal buy-in and to allow the organisation to define the strategic outcomes of the workshop.

The general and specific objectives of the workshop must be adapted according to the characteristics and context of each organisation, while retaining the fundamental elements required for designing, implementing and evaluating communication strategies for social change. The following is suggested:

#### **General objective:**

At the end of the workshop, the strategic development of the organisation's communication processes will be strengthened to achieve higher levels of social and political impact in local, regional and national environments.

#### **Specific objectives:**

At the end of the workshop, participants should be able to:

1. Understand the conceptual and methodological approaches for the design, implementation and evaluation of communication strategies for development and social change, and know its importance and use.
2. Apply conceptual and methodological approaches for the design, implementation and evaluation of communication strategies for development and social change.
3. Outline key components of a communication strategy, or adjust existing communication plans and strategies.
4. Develop a draft communication strategy and plan.

## 1.2 Harmonisation of participants' expectations regarding the workshop

The needs and expectations of the organisation – in terms of communication for development and social change and, specifically, with regards to the results of the workshop – should be aligned with those of the participants.

The following icebreaker activities are suggested for this purpose:

### Activity one:

Two sets of tokens, each set numbered in ascending order in such a way that there are two of each number, are randomly handed out until the total number of participants is reached. Each participant then finds another with the same number to form pairs. Working in these pairs, each participant briefly interviews their partner and then introduces him/her to the rest of the group.

More than just an exercise to remember people's names, this activity seeks to reflect on how participants introduce their colleagues and their organisation. It emphasises that the image projected by the organisation and its cause includes basic aspects such as the way participants present and introduce themselves as members of the organisation.

### Activity two:

Invite each participant to write their expectations for the workshop on a card. Go through all cards and cluster them into categories; engage the participants to prioritise or rank these categories; and end with a discussion that contrasts these expectations with the objectives proposed for the workshop. This set of expectations should be left in a visible place in the room, so that at the end of the workshop, it can be compared with the results achieved.

## SESSION 2

## PARTICIPANTS' EXPERIENCES AND LESSONS LEARNED

### Agenda

- Experiences of organisations and participants in the communication area

## 2.1 Experiences of organisations and participants in the communication area

A good starting point for the workshop is a presentation of some of the strategies, projects, seminars or communication activities that the participating organisation has implemented. It is recommended that participants present a brief overview of the communication strategies or plans they consider to be the most significant, due to their design, coverage or results.

The presentation, which should be prepared beforehand, could be divided into the following parts:

1. Analysis of the initial situation
2. Formulation of the communication strategy
3. Communication tools and processes
4. Description of the implementation process
5. Monitoring and evaluation processes and results

It is recommended that you refrain from making any judgement about the projects presented at this point. Rather use the opportunity to trigger dialogue and reflection among participants. As their knowledge on the subject grows throughout the workshop, participants should be encouraged to reflect on their own projects and understand how they could have been improved.

End this session with a plenary discussion focused on the identification of common themes, strengths, weaknesses and opportunities.

### **Complementary activity:**

Ask participants to create a poster of the most significant communication project in which they have participated, summarising the five aforementioned points. Place the posters on the walls and invite participants to walk around the room and exchange views about their experiences, including during recess times.

## SESSION 3

# CURRENT SITUATION OF ORGANISATION

### **Agenda**

- Identification of the organisation's aims and objectives
- Analysis of the organisation's weaknesses, strengths, opportunities and threats
- Coherence between organisational priorities and the communication strategy

### **Readings**

- Participant's Module, Chapter 1: Current Situation of Organisation
- Conceptual Module, Chapter 1: Current Situation of Organisation

## 3.1 Organisational characteristics

Make a brief presentation about the importance of having aims and objectives, strategic plans and measures in social organisations, and the role that communication plays in realising each one of them. Address the importance of coherence between an organisation's policies and the communication strategy using the questions posed in the Participant's Module.

## 3.2 SWOT analysis

Divide participants into four groups; two of which will work on the analysis of the organisation's internal communication, and the other two on its external communication. A SWOT (Strengths, Weaknesses, Opportunities and Threats) matrix will be used to organise emerging information (**Worksheet 1** of the Participant's Module). The questionnaire sent to all participants some weeks before the workshop can be used as inputs for this exercise (see **Annex 1** in this module), as well as information presented in both the Conceptual and Participant's Modules.

Participants then share information to analyse strengths and weaknesses separately. Conclusions will be drawn on the organisation's communication challenges vis-à-vis its objectives.

Working in the same groups, ask participants to analyse the priorities which they believe the organisation should focus on. The idea at this point is to identify the central matters/issues that will be addressed by the communication strategy developed during the workshop.

# DAY TWO

## SESSION

# 4

## CONCEPTUAL AND THEORETICAL FOUNDATIONS

### Agenda

- Development and social change
- Citizenship, democracy and culture
- Communication as a social process

### Readings

- Participant's Module, Chapter 2: Conceptual and Theoretical Foundations
- Conceptual Module, Chapter 2: Conceptual and Theoretical Foundations

### 4.1 Concept of development

Drawing from the information in the Conceptual Module, give a brief presentation on the evolution of the different paradigms for development, mentioning their positive and negative aspects.

### 4.2 Concept of change

Discuss how the concept of change has also evolved, highlighting the differences between the Individual Change Approach and the Social Change Approach.

### 4.3 Citizenship and democracy

Continue the presentation by describing how citizenship and democracy are intrinsically linked to one another and how it is necessary to consider both when designing a communication strategy for social change.

### 4.4 Communication as a social process

Discuss the key elements presented in the Conceptual Module. Participants should be aware of the relevance of each and give examples of where they have been used in their organisations.

### 4.5 Communication and cultural change

Lead a discussion on how closely communication and culture are interlinked.

### 4.6 Coherence between concepts and strategy

Address the importance of coherence between the communication strategy and the organisation's policies using the questions provided in **Worksheet 2** of the Participant's Module. Split participants into groups of three, and ask them to discuss previously implemented development projects with which they are familiar. Participants should identify the foundational concepts present in each of them. After a few minutes of discussion in their groups, ask participants to pool their reflections and provide a collective reflection.

## SESSION

## 5

COMMUNICATION MODELS,  
PARADIGMS AND PLANNING MODELS**Agenda**

- Communication models
- Paradigms of communication for social change
- Planning models in communication and social change

**Readings**

- Participant's Module, Chapter 3: Communication Models, Paradigms and Planning Models
- Conceptual Module, Chapter 3: Communication Models, Paradigms and Planning Models

**5.1 Communication models**

Hand out two cards to each participant. Ask them to define, in one word, what they understand by the word 'communication' and to write a different answer on each card.

The cards are then classified according to the communication models they most closely relate to. Words such as 'message', 'conveying' or 'teaching', for instance, are more closely aligned with vertical communication models. On the other hand, words such as 'dialogue' or 'interaction' are more closely aligned with horizontal models of communication.

Next divide participants into two groups, and assign a communication model (from the Conceptual Module) to each group. Then ask each group to do a presentation for the plenary discussion about the characteristics of the model and its potential use.

At the end, ask groups to speak about the suitability of the various models for the work of the organisation, and to recommend concrete actions to be taken in the short term.

**5.2 Paradigms of communication for development**

Provided all participants have read the corresponding chapter in the Conceptual Module, organise them in groups of four or five. Select cases from the Annexes section of the Conceptual Module and assign three cases to each group. In a practical exercise, participants must identify which of the communication for development paradigms informs each case, and the advantages and disadvantages of each paradigm. Invite the groups to share their analysis and lead a plenary discussion.

**5.3 Conceptual approaches**

Lead a discussion about the different approaches mentioned in the Conceptual Module, focusing on how useful each could be in the implementation of different types of strategies.

**5.4 Communication planning models**

Highlight the various planning models, and then lead a discussion on the value of the Social and Behaviour Change Communication (SBCC) model in developing communication strategies for social change. Participant's should complete **Worksheet 3** in the Participant's Module.

## SESSION

## 6

## COMMUNICATION STRATEGIES

**Agenda**

- Communication as a strategy, campaign and tool
- Social marketing; entertainment-education; social mobilisation; media advocacy; civic journalism, mechanisms for building consensus and decisions; community communication and citizen media; and digital media

**Readings**

- Participant's Module, Chapter 4: Communication Strategies
- Conceptual Module, Chapter 4: Communication Strategies

### 6.1 Communication as a strategy, campaign and tool

Start the session by asking participants what they understand about each of the following concepts: strategy, campaign and tool, and how they have used them in practice. This should be followed by a plenary discussion. Subsequently, ask participants to discuss key differences based on information provided in the Conceptual Module. Finally, invite participants to comment on the differentiations and their practical use.

### 6.2 Types of communication strategies

Present the characteristics of each strategy (as listed in the Agenda above), based on Chapter 4 of the Conceptual Module. Next, divide participants into groups of four or five to analyse the concepts presented and reflect on how useful these strategies might be for their organisation.

Ask each group to present the results of this exercise. Facilitate a discussion which reflects on critical points, clarify relevant issues and make recommendations with regards to which strategy might be the most appropriate for their organisation.

## SESSION

## 7

## RESEARCH

**Agenda**

- Formative research prior to developing a communication strategy
- How to overcome research gaps

**Readings**

- Participant's Module, Chapter 5: Research
- Conceptual Module, Chapter 5: Research

**7.1 Draft research plan**

Introduce this activity by summarising the research techniques described in the Conceptual Module. Provide concrete examples to guide the design of formative research. Participants should complete **Worksheet 4** in the Participant's Module.

**7.2 Information gaps**

**Worksheets 5** and **6** in the Participant's Module should be completed to determine possible research gaps and how to fill them. See examples in **Annex 1** of the Participant's Module.

## SESSION

## 8

## DESIGNING A COMMUNICATION STRATEGY, STEP-BY-STEP

**Agenda**

- Designing a communication strategy step-by-step

**Readings**

- Participant's Module, Chapter 6: Designing a Communication Strategy, Step-by-Step

**8.1 Designing the strategy**

Give a presentation on each of the five proposed steps for designing a communication strategy as shown on page 8 of the Participant's Module. Use examples for each step to facilitate the participants' understanding of the process of developing a communication strategy and the final output to be developed in the workshop.

## SESSION

## 9

STEP 1 – SITUATIONAL ANALYSIS /  
UNDERSTANDING THE SITUATION**Agenda**

- Analysis of the situation, considering context, people and communication

**Readings**

- Participant's Module, Chapter 6, Step 1: Situational Analysis/Understanding the Situation
- Conceptual Module, Chapter 3: Communication Models, Paradigms and Planning Models

**9.1 Context analysis**

Start this session with a brief presentation of the key elements of the Socio-Ecological Model for Change as a framework for analysis. After introducing this model, divide participants into four groups. Each group should analyse the situation surrounding the main issue/problem the strategy will address (e.g. lack of political participation). At this point it is recommended to discuss some of the concepts and theories forming the theoretical base of the Socio-Ecological Model for Change (see **Annex 2** of the Participant's Module).

Using the Conceptual Module as a reference, briefly elaborate on elements of the most commonly implemented theories of social and behavioural change. Encourage participants to use secondary information on the issue/problem and to consult other organisations or key actors who may have experience or knowledge on the topics being analysed. In their groups, participants should complete **Worksheet 7** in the Participant's Module and share their findings in a plenary session.

**9.2 People analysis**

Using the Socio-Ecological Model for Change (page 28 of the Conceptual Module and page 9 of the Participant's Module). Participants should identify the primary, secondary and tertiary audiences of the strategy and complete **Worksheet 8**.

As well as the socio-demographic characteristics of the audiences, it is helpful to develop cultural and behavioural profiles for each of them to have a better understanding of their roles, responsibilities and access to opportunities. In order to do so, divide participants into groups; one group per identified audience segment. At the end of this exercise, ask participants to share their findings. They should also complete **Worksheet 9** in the Participant's Module.

**9.3 Communication analysis**

Once the people analysis is concluded, ask the same working groups to assess how each audience segment communicates. Once again, this exercise concludes with pooling and sharing all the information collected.

**9.4 Summary of the situational analysis**

Emphasise that a clear and concise summary of the situational analysis forms the basis of Step 2: The formulation of the communication strategy. This summary should include a problem statement and a statement on changes that the problem calls for. Participants should complete **Worksheet 10**.

# DAY THREE

## SESSION 10

## STEP 2 – FORMULATION OF THE COMMUNICATION STRATEGY

### Agenda

- Audiences and social stakeholders
- Issues, messages and barriers
- Communication objectives
- Communication strategies, channels and tools
- Timeline and budget

### Readings

- Participant's Module, Chapter 6, Step 2: Formulation of the Communication Strategy
- Conceptual Module, Chapter 4: Communication Strategies

### 10.1 Audiences and social stakeholders

For this step it is suggested to assign participants to groups of four or five members. These groups should be maintained throughout Step 2.

Building on the results of **Worksheet 9** and **10**, ask participants to identify the specific audiences and social stakeholders that the strategy should prioritise and engage with.

After analysing the different audience segments, ask participants to further prioritise the most strategic target audiences in order to increase the potential for change.

It is suggested that at the end of every stage of this step, each group pools together its results, shares them in plenary, and finally, all groups work together towards a common agreement which will inform the final strategy.

### 10.2 Issues, messages and barriers

Ask each group to define the existing barriers and enablers to create the desired change, and develop messages directed at the target audiences. For this exercise participants should follow the steps outlined under Step 2 of the Participant's Module.

### 10.3 Communication objectives

Ask each group to establish short-, medium- and long-term communication objectives for the target audiences, taking into consideration the barriers and enablers of change. The objectives should be formulated according to the expected results in each target audience, and with the SMART concept in mind, and summarised in **Worksheet 11** of the Participant's Module.

## 10.4 Communication strategies, channels and tools

Ask each group to reflect on the strategies (as discussed in Session 6) that should be implemented as part of the communication strategy. After this, the plenary should synthesise the set of strategies that will constitute the main strategy.

Next, ask each group to put together a proposal for a slogan and logo for the strategy. All proposed slogans and logos should be displayed, and participants should discuss each proposal to decide which elements of the logos and slogans they like the most; it may be possible to combine different ideas.

Each group should conduct an inventory of possible communication resources to be used, summarising the activities, channels, tools and contents to be communicated to the specific target audience segments. For this, they should complete **Worksheets 12, 13, 14** and **15** in the Participant's Module.

## 10.5 Timeline and budget

It is necessary to develop a work plan that includes a timeline and budget for the implementation of the communication strategy. Participants should use **Worksheet 16** of the Participant's Module to summarise activities, implementers of each activity, timeline and budget.

# DAY FOUR

SESSION

11

## STEP 3 – CREATION OF EFFECTIVE COMMUNICATION MATERIALS AND ACTIVITIES

### Agenda

- Designing and validating of messages and materials

### Readings

- Participant's Module, Chapter 6, Step 3: Creation of Effective Communication Materials and Activities

### 11.1 Designing messages and materials

Remind participants that the development of communication messages and materials should be based on the evidence acquired during the situational analysis (Step 1), should fit within the communication strategy (Step 2) and should be aimed at mobilising the target audiences. Discuss the Creative Brief (example provided in **Annex 3** of Participant's Module), as well as how to create effective messages and guidelines for effective communication, based on the information provided in the Participant's Module.

### 11.2 Validation of messages and materials

Invite participants to simulate a pre-testing exercise using materials/messages of previous initiatives or using draft materials/messages of the communication strategy being developed. See guidelines in the Participant's Module.

SESSION  
12STEP 4 – IMPLEMENTATION AND  
MONITORING**Agenda**

- Develop a work plan and budget
- Monitoring

**Readings**

- Participant's Module, Chapter 6, Step 4: Implementation and Monitoring
- Conceptual Module, Chapter 5: Research

**12.1 Develop a detailed work plan**

Divide participants into groups to develop a detailed work plan, building on the timeline constructed in Step 2 (**Worksheet 16**). They should list planned activities and inputs required for the implementation of each activity, including human and other resources. They should also identify key partners and allies, and develop a tentative budget for the implementation process. It is suggested that participants prepare a list of all the activities, their total cost, their financing – whether financed by the organisation itself or co-financed by a partner organisation – and finally, whether these contributions are in cash or kind. Participants should make use of the guidance provided in Step 4 of the Participant's Module to complete this exercise, as well as **Worksheet 17**.

**12.2 What and how should one monitor?**

Monitoring needs to be conducted to measure the inputs, outputs, results and outcomes of the communication strategy. Monitoring helps to track and measure the activities being implemented, and to identify necessary corrections and improvements.

Preparing the monitoring plan can be done in plenary. Examples of which questions to ask as part of this process are listed in the Conceptual Module.

List relevant questions and ask participants to write an answer to each on differently coloured cards. The cards are categorised and then participants decide in plenary what should be monitored and for what purpose.

Relevant chapters in both the Conceptual and Participant's Modules will be used as references for the development of a monitoring plan, including monitoring indicators and tools.

Participants should complete **Worksheet 18** and **19**.

## SESSION

## 13

## STEP 5 – EVALUATION AND REPLANNING

**Agenda**

- Evaluation of the communication strategy
- Replanning

**Readings**

- Participant's Module, Chapter 6, Step 5: Evaluation and Replanning
- Conceptual Module, Chapter 5: Research

**13.1 Evaluation**

Evaluation begins with formative research and a situation analysis, progresses to monitoring, and closes or moves to a new phase with evaluation. Findings help guide strategy design, determine whether implementation is occurring as planned, and suggest mid-course improvements. Evaluation also provides evidence that the strategy has achieved its communication objectives. It helps to guide the design of future programmes and demonstrates accountability to partners and funding agencies.

Participants should make use of the templates and guidance provided in Step 5 of the Participant's Module to design an evaluation plan. Chapter 5 of the Conceptual Module can be used as a reference for this exercise. See **Annex 4** of the Participant's Module for monitoring and evaluation indicators and targets.

Participants should complete **Worksheet 20**.

**13.2 Replanning**

Explain to participants why replanning is an important final step in a communication strategy. Highlight how the analysis and interpretation of the monitoring and evaluation results form the basis of replanning.

Participants should complete **Worksheet 21**.

# DAY FIVE

## SESSION

# 14

## CLOSING AND WORKSHOP EVALUATION

### Agenda

- Overview of the communication strategy
- Workshop evaluation and closing of the workshop

### 14.1 Synthesis of communication strategy

Before closing the workshop, display the fully developed strategy, highlighting the step-by-step process. See **Worksheet 22** in the Participant's Module.

Provide participants with cards and writing markers in order for them to comment on aspects of the strategy that could be strengthened or changed in its final version.

It is highly recommended that the organisation's senior managers and key partners and allies are invited to participate in this review.

This session should conclude with a reflection on the steps to be followed for the design of the communication strategy, accompanying actions and possible resources needed in the future.

Likewise, ask participants to think about and share key decisions that aim to strengthen the communication component in their organisations.

### 14.2 Workshop evaluation

The evaluation of the workshop includes two components. The first is a quantitative component, based on an instrument designed for this purpose that assesses the logistical aspects, the role played by the facilitator(s), the achievements obtained, and suggestions for future workshops (see **Annex 2** of this module).

The second component is a qualitative one which is carried out in plenary, drawing a comparison between what was achieved and the initial expectations expressed by the workshop participants. Participants, as well as the facilitator(s), share their general comments about the workshop.

### 14.3 Closing of the workshop

For the closing of the workshop, besides the interventions by the representatives of the organisation and the supporting entities, a recommended activity is to perform a ritual that may serve as a pact to seal the commitment to implement the strategy. This could be, for example, a brief document that establishes commitments and steps that could be signed by the participants, and that serves as a record and reference for follow-up.

# ANNEXES

## Annex 1 – Participant questionnaire

Kindly return your completed questionnaire by \_\_\_\_\_ [DATE]  
to: \_\_\_\_\_ [CONTACT PERSON – NAME AND EMAIL]

Thank you for your cooperation in completing this questionnaire with as much detail as possible. This information will help us understand the experience and skills of participants in our \_\_\_\_\_ [WORKSHOP'S NAME] workshop, and allow us to refine our agenda. Your responses will be used by the organisers for these purposes only, and will not be disseminated. If you are using the digital version of this questionnaire, please note that the current size of the response boxes are not meant to guide the length of your answers, as the boxes will expand to accommodate your input.

Name:	Nationality:
City and country of residence:	
Email:	Mobile no.:
WhatsApp no.:	Skype:
Organisation:	
Title:	

1. Please describe your primary field of professional expertise: \_\_\_\_\_

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2. Please describe your skills and specific experience in the field of communication: \_\_\_\_\_

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3. Please describe your education and training on communication strategies (e.g. university courses, training workshops or self-education using a particular source): \_\_\_\_\_

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4. a. How many years of experience do you have working with communication strategies? \_\_\_\_\_  
\_\_\_\_\_
- b. On average, approximately how many working days did you devote to working on communication strategies during each of these years? \_\_\_\_\_  
\_\_\_\_\_
5. a. Please list organisations or groups you have worked with on communication strategies (e.g. community organisations, religious groups, women's organisations, trade unions, campaigns, businesses, public sector, political advocacy groups, political parties and youth movements): \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
- b. To what extent have you worked with these groups (e.g. on a specific project, or on a comprehensive organisational strategy)? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
6. a. Please describe the three most significant obstacles in your delivery of communication strategies in the past. How did these obstacles limit your work? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

b. Please describe the three most significant enablers in your delivery of communication strategies in the past. How did these enablers assist your work? \_\_\_\_\_

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7. a. To what extent do you support (or have supported) implementation of the communication strategies with the organisations/campaigns you work (or have worked) with? \_\_\_\_\_

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b. How often do you assess (or have assessed) organisations'/campaigns' progress on implementation of these strategies (e.g. every week for one year, every six months for two years, intermittently, never)?

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8. What means do you use to assess their progress (e.g. email inquiries, in person meetings, Skype conversations, progress reports or liaison with communications officers)? \_\_\_\_\_

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9. a. Please describe resources you have used in external communication strategies (e.g. websites, social media, billboards, sensitisation programmes, newspapers, television, radio, text messaging, WhatsApp, mailings, mobile phone, podcasts or word-of-mouth). Please indicate degree of success and whether media used were paid or unpaid.

<b>Y – YES N – NO</b>	<b>Means</b>	<b>Degree of success/ impact 1 – None or low 2 – Moderate 3 – Strong</b>	<b>P – Paid U – Unpaid</b>
	Websites		
	Social media (please specify)		
	Billboards		
	Flyers		
	In-person group sensitisation sessions		
	Newspaper		
	Television		
	National radio		
	Local or community radio		
	Media briefings		
	Press conferences		
	Media site visits		
	Text messaging		
	WhatsApp		
	Mailings		
	Mobile phone		
	Podcasts		
	Word-of-mouth		
	Street theatre		
	Songs, jingles		
	Radio soap opera		
	Television soap opera		
	Other – specify		

b. Please briefly describe how you assessed or measured success: \_\_\_\_\_

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10. How have you utilised internal organisational communication streams in your strategies? Please describe how these measures have been successful or unsuccessful, together with a brief explanation of how you assessed or measured success: \_\_\_\_\_

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11. Please describe an example of a communication strategy or action that was successfully implemented, its reasons for success, and how this success was measured: \_\_\_\_\_

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12. We may ask that you present a communication strategy or communication plan that you have found particularly significant in terms of design, coverage and/or results at the workshop. Please describe an example of such a communication strategy or communication plan, and address the following five aspects in your presentation:

- a. A diagnosis or analysis of the initial situation
- b. The communications plan that was formulated
- c. The products and communication process the plan entailed
- d. A description of the implementation process
- e. The monitoring and evaluation process and results

## Annex 2 – Evaluation questionnaire

For each of the following statements, express your degree of agreement, using the scale from 1 (strongly disagree) to 5 (totally agree).

Content Evaluation	1 – 5
1. The structure and content of the workshop allowed me to achieve the objectives of the workshop.	
2. The subjects covered in the workshop allowed me to expand my knowledge and perspective on communication strategies for social change.	
3. The subjects presented in the workshop are of practical use.	
4. The objectives of the workshop were reasonable and relevant.	
5. The didactic materials presented were adjusted to the needs of the participants.	
6. The methodology used during the workshop allowed me to understand the material presented.	
7. The content of the workshop met my expectations.	

Comments on the content: \_\_\_\_\_

\_\_\_\_\_

Evaluation of the Facilitators	1 – 5
1. They presented the subject in a broad and in-depth manner.	
2. They used practical examples, which were easily understood.	
3. They responded to participants' concerns and questions clearly and satisfactorily.	
4. They encouraged participants' participation and made an effort to integrate their feedback.	
5. They developed the subjects using a methodology that facilitated the assimilation of concepts and the active participation of the attendees.	

Comments on the facilitators: \_\_\_\_\_

\_\_\_\_\_

Logistics Evaluation	1 – 5
1. The timeframes set out for the sessions were adhered to.	
2. The conference room met the conditions of capacity, light, sound, temperature and comfort.	
3. The accommodation and meals met my expectations.	

Comments on the logistics: \_\_\_\_\_

\_\_\_\_\_

### Your Learning Needs

1. In which areas do you feel you would need further knowledge and/or training to feel prepared to facilitate and conduct future workshops for African civil society organisations on communication strategies for social change? \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_
  
2. In your opinion, what would be some options/alternatives to further your knowledge/training needs/ interests? \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_
  
3. What steps do you plan to take to remain involved in this project? \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

### Comments for *fesmedia Africa*

1. What specific comments or suggestions do you have for *fesmedia Africa* as it takes this initiative forward? \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_
  
2. What are the top 3 positive aspects of this workshop that stood out for you? \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_
  
3. What are the top 3 aspects of this workshop that you feel need improvement? \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

