

# Community Learning Programmes

## Programme Development Handbook

(draft: 19 October 2009)

Note: Since this is a draft, we ask that you not reproduce this version. We will be happy to provide you with a new version. Just contact Ian Pringle [ipringle@col.org](mailto:ipringle@col.org) or David Leeming [david@leeming-consulting.com](mailto:david@leeming-consulting.com)

# 1. Behaviour Change Communication:

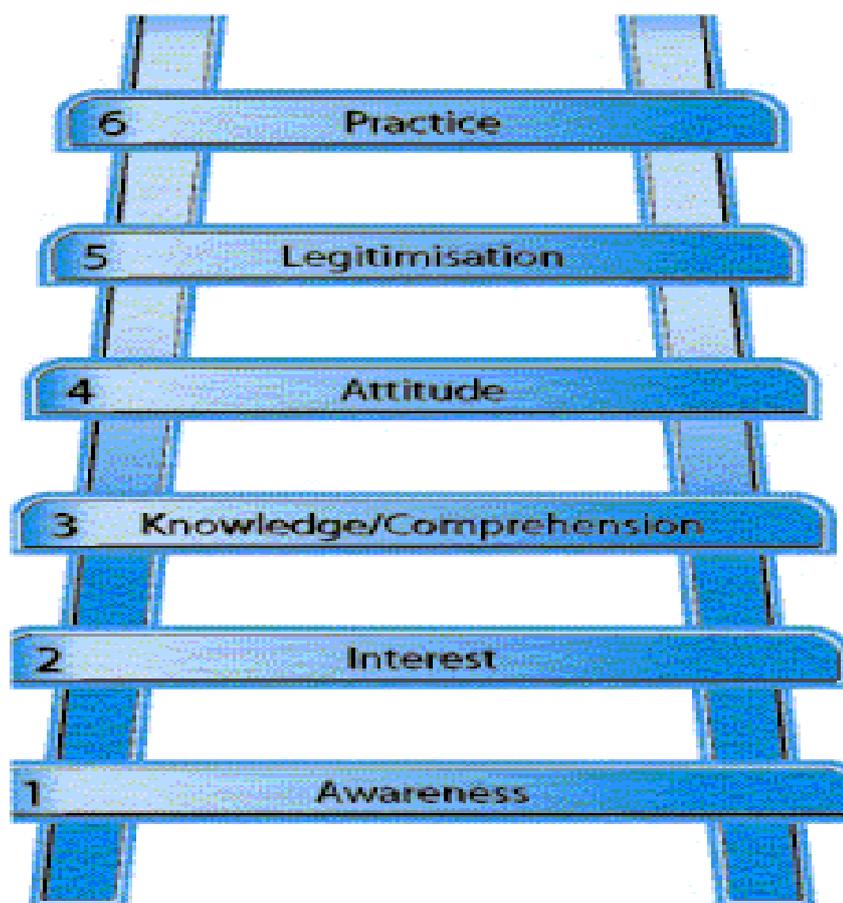
Behaviour Change Communication is a relatively new (15 years) concept in Communication. It was called Information Education and Communication (IEC) before and simply Health Promotion before that.

There are many definitions and descriptions of behaviour change but we are going to have a look at a definition developed by the FAO:

1. Awareness of the problem: people must perceive there is a problem in the first place;
2. Interest: after being aware they need to show an interest in the specific problem;
3. Knowledge/comprehension: in order to decide to go for change and adopt an innovation, people need to be knowledgeable about it;
4. Attitude: attitude is another factor determining people's orientation in accepting and adopting an innovation;
5. Legitimation: is the innovation in line with the norms and legal system of the community?
6. Practice: before actually adopting and putting in action an innovation people need to try it out in order to test its feasibility and effectiveness. Further actions might be needed to ensure its sustainability.

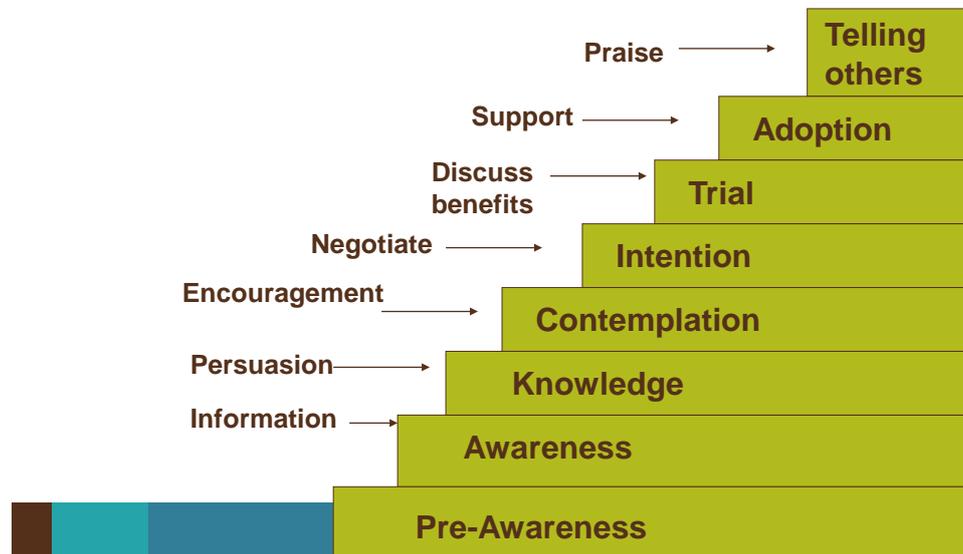
In this model it is relatively easy to define where our communications intervention fits in. Are we trying to raise awareness? Do we want to create interest? Are we building knowledge?

Please fill in where our program is going to be placed on the adaptation ladder:



There are other models of behaviour change. For instance this one, developed by the John Hopkins University:

## Stages of Behaviour Change



This model is doing more justice to the complexity of behaviour change. The model involves the need for incentives: People change behaviour if they benefit from a different behaviour. It is very important to define what the benefits are from the changes that we want to implement. This is also the famous bottleneck when it comes to HIV/AIDS prevention. Prevention messages are trying to persuade people to do things in order to avoid something. Not getting infected is a quite weak benefit (because it is rather abstract).

Moreover; we know that behaviour change needs to be reinforced time and time again especially in cases where there are no strong benefits.

Finally it is important that in communication perceptions are as important as facts; in other words, if people perceive incentives they will change behaviour whether the incentives are real or not. And, if the perception is that there are no incentives, they will not change.

Effective behaviour change communication addresses perceptions as well as delivers facts.

## People change behavior when

- They feel personally threatened by the consequences
- When they believe that the benefits outweigh the perceived barriers (costs)
- When they are aware of the consequences and believe it could happen to them
- When they feel there is social pressure
- When they believe they have the skills and abilities to change behaviour



Another model of behaviour change looks at the way behaviour change actually takes place:

- Generating interest is the first step
- Achieving Credibility among the audience
- Create Trustworthiness
- Make the vehicle of your message be seen as competent
- Use Charisma
- Use Status
- Create Desire (this is where people want change into people need)
- Action (the desired behaviour is now taking place)

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### What is the overall issue that we want to address in this program?

For a behaviour change program we first and foremost need to know what the problem is. We are finding out what the problems are by going into the community and ask questions. Because we also want to know how people perceive the problems and how they frame them. If we lack this knowledge chances are that our programs are not going to be relevant to the target audience.

We will break down this issue into behaviour when we are developing the matrix.

For now the question is:

**Who is our target audience?**

**What do we want our target audience to do/change/avoid?**

Once we have defined our audience we will have to develop a way to communicate with them. One of the problems with radio is that it is one way communication. In order to make it more participatory we have to organize audience feed back.

One way to do this is to establish listener clubs. These clubs are used to generate audience feed back but they are also a form of learner support. People come together to listen to the program and discuss it afterwards, this reinforces the impact of the program.

To define learner groups or listener clubs we need to know:

**How is our target audience organised (are they already in clubs of any sort, is there a form of organisation?)**

How much time and energy can the program invest in listener clubs. In the ideal model the listener clubs are visited every three months by the program makers. If we take that as the basic model, how many listener clubs can we realistically manage?

When visiting the listener clubs the following points should be discussed:

- 1. What do you think was the main message/issue presented in the program?**
- 2. What do you think are the weak points of this programme?**
- 3. What do you think are the strong points of this programme?**
- 4. Suggestions to improve the programme?**

The listener clubs can also be used to pre test the program. When pre testing materials it is important to remember that you are testing the program not the people. I.e. there are no wrong answers in this process. If the participants do not get the message, something is wrong with the program.

We will look into detail into how to work with listener clubs later in the workshop.

## 2. Messages:

### 1. Information

This message format presents straight facts without an explanation of their relevance.

### 2. Argument or reason why

This type of message format is structured in the form of an argument or rational discussion.

The reasons utilised in the argument may be either facts or expected benefits to the interaction group (social standing and so forth).

One-sided and two-sided discussion/argument. A two-sided argument works better with those who initially oppose the message.

Direct and indirect discussion/argument. With issues that involve the audience personally an indirect/oblique approach may be better than direct salesmanship.

Definite and open conclusion. Should the message draw an obvious conclusion or leave it to the audience to draw out their own conclusion?

### 3. Motivation

This type of message in this format uses a combination of emotional and rational appeals to persuade and promote action among the interaction groups. It also tries to enhance the image of the innovation by attaching a pleasant emotional connotation to it. The message creates a mood for the innovation.

Emotional appeals are commonly used to stimulate, love, hate, fear, anxiety, security, hope, happiness etc.

Emotional appeals attract attention to the message, people remember. Negative and positive appeals. Negative appeals create a state of emotion (e.g. anxiety), which is counterbalanced with a positive reassuring outcome (a recommendation).

Group and individual appeals. Everybody else is doing it, why don't you also do it? Use of social pressure, peer-group pressure to motivate people to jump on the bandwagon.

### 4. Hard sell

Messages in this format are not supported by facts.

The objective is to get the line across for the interaction group to remember.

The assumption is that people will believe a statement if they hear it long and often enough.

## 5. Command

This type of message in this format orders or reminds us to do something.

The assumption is that the interaction group is open to suggestion.

This type of message works best with services, ideas and products that the interaction group knows very well and thinks well of.

## 6. Symbolic association

This type of message in this format associates an idea, service (innovation) with a virtue word, person, tune, or situation that has particularly pleasant connotations.

The idea and the symbol become highly interrelated.

## 7. Imitation

This message in this format presents people (role models) and situations for the interaction group to imitate.

The assumption is that people will imitate those whom they wish to be like or whom they admire. This type of message will use famous people in testimonials.

## 8. Humour

Messages in this format grab attention and are more enjoyable especially if the subject cannot be discussed in a straightforward way, but it must be used carefully!

Every handbook on Behaviour Change Communication will tell you that:

In messages, humour is like a gun in the hands of a child.

This might be so but it is also very powerful. For instance comedy/slapstick style instruction on how to use a condom correctly can be more effective than anything else since the attention generating power is enormous.

In this program we might want to use all sorts of messages. Or are there formats that we do not want to use?

Apart from the format of the messages, messages also have appeal. These appeals have an impact on how well the messages are received. Therefore it is important that we are aware of the existence of appeals and use appeal in a conscious way.

Rational Appeals	Emotional Appeals
Cleanliness	Ambition
Dependability in quality	Appetite
Dependability in use	Avoidance of laborious tasks
Durability	Co-operation
Economy in purchase	Curiosity
Economy in use	Devotion to others
Efficiency in operational use	Entertainment
Enhancement of earnings	Fear
Opportunity for leisure time	Guilt
Protection of others	Embarrassment
Rest or sleep	Health
Safety/security	Comfort
Variety of selection	Colours
	Humour
	Pleasure of recreation
	Pride of personal appearance
	Pride of possession
	Romance/love
	Security
	Sexual attraction
	Simplicity
	Social belonging/achievement
	Social approval/respect
	Sport/play/physical activity
	Style (beauty)
	Sympathy for others
	Taste

### 3. Radio Approaches:

Radio in the development context can be broadly divided into three categories, each of which requires a different approach:

- Educational Radio;
- Documentary and Cultural Radio; and
- Participatory Radio.

**Educational Radio** scope is that of providing knowledge and instructions on specific issues. It can be used for formal education. These kinds of programmes are usually written and prepared by subject specialists after having investigated and assessed the issue in question. Distance education is another area where radio has played an important role. It has provided the possibility of progressing with the studies to people in remote areas, reducing limiting factors such as the time (programmes are usually broadcast more than once, and can be recorded) and the place (you can listen to them from your house or any other place provided you have a radio instead of going to school). Radio can also be used effectively as a support medium in educational campaigns on issues of collective relevance.

**Documentary and Cultural Radio** intends to report and provide testimonials on aspects of community life. This is done to draw the attention of the community to specific issues, problems and their solutions. Journalistic investigations also fall in this approach. Journalists, social researchers and communication practitioners are the ones that usually produce this type of programme, often adopting a participant observation approach in order to document the issues accurately and objectively.

**Participatory Radio** implies the use of radio for the people and by the people. Even if in the previous two instances some degree of people's involvement is required, it is only with this kind of radio, also sometimes known as community radio, that full participation is experienced. The issues to be discussed and presented in the programme are decided by the community with the assistance of a radio producer.

Participatory radio's purpose is that of providing an open forum where people can express their views, opinions, and concerns and in doing so providing the opportunities to improve their livelihoods. It also tries to change the common flow of information, traditionally top down, into a bottom up or horizontal flow of information that brings "communication" to its original meaning of sharing and exchanging ideas, opinions, solutions from different perspectives.

Which approaches are going to use for this program? Can we combine approaches and take elements from different approaches?

Each of the above mentioned approaches could adopt a different radio format. The following are the most common and frequently used formats.

### Common Radio Formats

- **Lecture or Straight Talk.** This is used for presentation of something or passing on knowledge on certain issues. It should be used only for a short time (max. 15 minutes), as it can be quite boring and flat.
- **Interviews/ Discussions.** This is different from the previous one. This format requires more than a single person and opinion to be aired. It can be an interview with a member of the community as well as the recording of a group discussion about an issue of concern. The fact that it involves more than one person already makes it more interesting to follow. As seen previously, this approach can be used to generate a two-way flow of information as in participatory radio.
- **Drama.** This can be the simple translation of existing drama into a radio format or the more creative dramatisation of issues identified by the community. Drama can generate a high degree of interest and keep the attention of the listeners alive for a long time.
- **Music.** This format is particularly effective in communities with a tradition of popular music, dancing and singing. The themes of songs are usually used to raise certain issues or promote certain practices.
- **Jingles/ Slogans.** These are usually part of a bigger programme. However, they can be used as an approach in itself. Learn from advertisement where sometimes a simple slogan or a jingle is flashed at you just to remind you of a certain product.

- **Feature.** It is a programme on a specific topic. It can use a straight talk or a mix of talking and music. It is, however, focussed on a single issue.
- **Magazine.** This is a radio format usually containing a number of issues or mini-programs within its time. It can be shaped as a news report or it can have a number of different elements, such as interviews, music and straight talk. Its aim is to inform the listeners on a number of different issues.
- **Info-tainment.** This format is a combination of information and entertainment. It can be a dramatisation of an event or a radio soap opera treating priority issues.

## Basic Elements of Radio Production

Which formats are we going to use in the program?

Now we are going to have a look at factors that influence the effectiveness of the program:

### Technical factors:

- **Sound quality.** Is the audio recording clear? Are music levels balanced? Etc.;
- **Special sound effects.** You might need the sound of rain, or wind, etc. as they relate to the issue of the programme's focus; and
- **Accents.** You make sure that certain passages are emphasised.

### Content factors:

- **Opening and closing.** The way you introduce a programme is very important, as it will provide the basis upon which a listener may decide to go on listening or not. Similarly the end of the programme is supposed to provide a punch line that will make the listeners reflect upon or remember the main message or issue;
- **Slogans-themes-logos.** Radio programmes can include certain slogans or recurrent themes as a distinctive mark, as people are likely to associate the slogans with the programme. Similarly these may also be used to promote and reinforce a certain idea/message. You can see this done very effectively in the advertising world.
- **Jingles.** These are similar to the ones above, only that they are usually musical slogans that can be easily sung by everybody. Jingles serve to identify a certain programme, message, product to promote and reinforce a certain idea or message;
- **Humour.** According to the format you have selected humour can play an important part.
- **Simplicity of presentation.** Avoid jargon and complicated treatment of concepts and messages. Always keep in mind the KISS formula - **Keep It Simple and Straight forward**;
- **Accuracy.** Make sure that the content you are presenting is accurate, and simple to understand. Once broadcast, any inadequacy may have a negative impact on many aspects of the programme;
- **Repetitions and summaries.** It is usually a good practice to repeat more than once the crucial points your programme wants to get across. Try to repeat the same points without duplicating them. That is, treat the point in different

ways so that the listeners are exposed to the message more than once but in different ways. At the end of the programme you might also want to summarise the main point/s. Remember to do it in a concise and effective way;

- **Pacing.** This has to do with the speed of the radio production's presentation and the way you order and balance the different parts or segments. A well-paced programme should be neither too fast nor too slow and have all the different segments ordered in a logical and balanced way. Pausing is also part of pacing, as pauses are an important factor and can be accomplished either through music, jingles, slogans or even silence; and
- **Interactive capability.** Programmes using a participatory approach must provide an interactive capability. Phoning, where it exists, can be another way of providing interactivity to a radio programme. This means that you must take into account this factor not only when discussing and presenting the issue but also where there is the possibility for immediate feedback.

**Presenters and their style of delivery** can be another crucial element determining the success of a programme. Factors associated with presentation include:

- **Clarity of speech.** Do not assume every person, just because he or she knows how to talk, can be equally good as a radio presenter. A presenter needs to articulate his talk well and in an understandable way. He/she also needs to follow, or guide, the pace of the programme, using his/her voice to emphasise crucial points;
- **Source credibility.** If the presenter of the programme has a high credibility rate among listeners, this will certainly help the message to be accepted more easily. Consideration should also be given to the presenter's background (do the listeners consider him/her an insider or an outsider by). Gender is another factor to consider (for instance a woman is more likely to give higher credibility to another woman talking about breast-feeding practices than to a man); and
- **Role models.** Closely related to the above point is the question of role models. If your presenter is somebody people would want to be associated with, or a popular figure that is highly respected, the message in the radio programme will be regarded highly. Again to see how popular people can effectively give prestige and credibility to a product, look at the way the advertisement world uses sports champions as testimonials which associate them to products that often do not have anything to do with their field of expertise.

### Basic Principles of Radio Scripting

Here are some tips when you engage in, or supervise the writing, of a radio script:

- **Write for the ear, not for reading.** Spoken language and written language can differ greatly and this needs to be borne in mind all the time. Each word on the script should therefore sound right not necessarily read right. Avoid the use of big and complicated words, too many adjectives, and any word that may be unfamiliar to your audience;
- **Use imagery.** While trying to keep your language simple and straight forward, try also to be creative and allow your audience to visualise what you are talking about;

- **Use relevant facts.** Facts, especially if listeners can relate to them, help in drawing attention to the message. Facts can be the familiar, something the listeners have experienced directly, or memorable, or something extraordinary or known to everybody;
- **Speak your word as you write them.** As mentioned earlier on, you are writing for the ear. It is good practice therefore to speak the words as you are writing them on paper. The suggestion here is “Think it, Say it, Write it!”
- **Get straight to the point.** Do not cram information and when needed do not be afraid to repeat the information using different ways. Most likely the audience will listen to the programme only once, therefore you need to make sure that they will get the main point/s; and
- **Be informal.** It usually helps to keep the programme, person to person, talking to him/her as you would talk in a normal conversation. Say it the way people say it!

## How to Evaluate a Radio Programme

It is important to evaluate each and every radio program. This is different from the monitoring of the impact of the radio program with the listeners clubs. Radio makers should ask themselves the following questions after each program:

- Have I done justice to the issue?
- Is the information accurate?
- Have I a strong introduction and a strong ending?
- Have I chosen the right words and the right language (for the ear)?
- Could I have used fewer words and say it more effectively?
- Is it easy to follow?
- Is it interesting to follow throughout the entire programme?
- Does it have a good pace?
- Did I use effective slogans/jingles?

### 4. Audience Feed Back

Apart from the work with the listeners clubs we also want the general audience to be able to participate in the program as much as possible. Listeners can react per phone or text, send letters or come to the studio.

How are going to generate audience feed back?

## Example of a Programme Matrix

	ISSUE	COMMUNICATION OBJECTIVE	TARGET	SOURCE
1	Awareness	<ul style="list-style-type: none"> <li>To introduce the program and its sponsors</li> <li>To let Listeners know the aims and objectives of the Phukusi la moyo program</li> <li>To let listeners sample the program</li> </ul>	<ul style="list-style-type: none"> <li>All listeners of Mudzi wathu Radio Station</li> <li>All residents of Mchinji</li> </ul>	<ul style="list-style-type: none"> <li>Maimwana Officials</li> <li>Officials from the District Health Office</li> <li>Representatives from women groups</li> </ul>
2	Introducing Maimwana Project	<ul style="list-style-type: none"> <li>To orient the general audience on the activities of the Maimwana Project</li> <li>To introduce to the listeners the extent of the maternal child health problems in Mchinji</li> <li>To introduce to the listeners the major drivers of the maternal and child health issues in Mchinji and discuss what families, communities and the health workers can do to prevent them</li> </ul>	<ul style="list-style-type: none"> <li>All listeners of Mudzi wathu radio station</li> <li>Maimwana radio listener clubs</li> </ul>	<ul style="list-style-type: none"> <li>Community members</li> <li>Mothers that have had maternal child health problems</li> <li>Health workers</li> <li>Maimwana staff</li> </ul>
3	Recognizing danger signs in pregnant women	<ul style="list-style-type: none"> <li>To explore some dangers signs that, if ignored can lead to complications during labour and child delivery for example –Heavy bleeding.</li> <li>To discuss the possible causes of the problems, the consequences of delayed treatment and what women. Families and communities can do to abate some of the problems</li> </ul>	<ul style="list-style-type: none"> <li>Pregnant mothers</li> <li>Men whose wives are pregnant</li> <li>Family member</li> <li>Communities</li> </ul>	<ul style="list-style-type: none"> <li>Mothers who have experienced the problems</li> <li>Men whose wives have had complications during pregnancy, labour or child delivery</li> <li>Maimwana women groups</li> <li>Health Experts</li> </ul>
4	High blood pressure	<ul style="list-style-type: none"> <li>To introduce the causes of high blood pressure in women</li> <li>To discuss signs and symptoms of high blood pressure</li> <li>To give out tips on how to prevent high blood pressure</li> <li>To talk about the importance of prevent high blood pressure and what to do when a woman has high blood pressure</li> </ul>	<ul style="list-style-type: none"> <li>Pregnant women and girls of child bearing age</li> <li>men</li> <li>Maimwana Women groups</li> </ul>	<ul style="list-style-type: none"> <li>Pregnant women</li> <li>Women that have suffered from high blood pressure</li> <li>Maimwana women groups</li> <li>Health Workers</li> <li>Maimwana staff</li> </ul>
5	Visiting health facilities in time, part 1	<ul style="list-style-type: none"> <li>To encourage couples to go for HIV Testing and Counseling before marriage</li> <li>To encourage couples to know their HIV status before having children</li> <li>Women to go to start attending antenatal clinics as soon as they know that they are pregnant.</li> </ul>	<ul style="list-style-type: none"> <li>Boys and girls Women</li> <li>Men</li> <li>Marriage counselors</li> </ul>	<ul style="list-style-type: none"> <li>Boys and girls</li> <li>Men</li> <li>Women</li> <li>Health Workers</li> </ul>

## Example of a message matrix

Issue	Bad practices	Consequences	Good Practices	Benefits
Malaria Prevention	<ul style="list-style-type: none"> <li>• Families not sleeping under insecticide treated nets due               <ul style="list-style-type: none"> <li>○ Ignorance (not believing that mosquitoes transmit malaria)</li> <li>○ Lack of bed nets</li> <li>○ Laziness</li> </ul> </li> <li>• Not draining stagnant water around homes and in the community</li> <li>• Not slashing down bushes around homes</li> <li>• Not visiting health facility when sick</li> <li>• Taking of painkillers instead of going to hospital for malaria treatment</li> <li>• Pregnant mothers not taking drugs to prevent Malaria</li> </ul>	<ul style="list-style-type: none"> <li>• Families suffer from malaria</li> <li>• Activities that would have developed the family stall because of illnesses or deaths due to malaria</li> <li>• Mosquitoes continue multiplying</li> <li>• Lack of good sleep</li> <li>• Lethargy</li> <li>• Anaemia</li> <li>• Miscarriages</li> </ul>	<ul style="list-style-type: none"> <li>• Sleeping under insecticide treated nets every night of the year</li> <li>• Burying ditches and draining stagnant water</li> <li>• Clearing bushes around homes</li> <li>• Hygiene</li> <li>• Visiting the hospital as soon as one has signs of Malaria</li> <li>• Pregnant women taking all malaria preventing drugs</li> <li>• Pregnant women attending antenatal clinics</li> </ul>	<ul style="list-style-type: none"> <li>• Health families</li> <li>• Families participating in activities that can help develop their families and communities</li> <li>• Reduced incidences of mosquitoes</li> <li>• Good sleep during the night</li> <li>• Reduced miscarriages</li> <li>• deaths due to malaria are prevented</li> </ul>
Recognizing danger signs in pregnant mothers	<ul style="list-style-type: none"> <li>• Not visiting health facilities when a pregnant woman has or is experiencing the following:               <ul style="list-style-type: none"> <li>○ Discharging blood or water</li> <li>○ High blood pressure</li> <li>○ First pangs of labour</li> <li>○ Fainting</li> <li>○ Sepsis</li> <li>○ Swelling of limbs</li> <li>○ High fever</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Miscarriages</li> <li>• Deaths</li> <li>• Perpetual sickness</li> <li>• Anaemia</li> <li>• Complications during labour</li> </ul>	<ul style="list-style-type: none"> <li>• Pregnant women visiting health when they have or are experiencing the following               <ul style="list-style-type: none"> <li>○ Discharging blood or water</li> <li>○ High blood pressure</li> <li>○ First pangs of labour</li> <li>○ Fainting</li> <li>○ Sepsis</li> <li>○ Swelling of limbs</li> <li>○ High fever</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Reduced maternal and child mortality</li> <li>• Reduced maternal morbidity</li> <li>• Reduced cases of anaemia in pregnant mothers</li> <li>• Reduced numbers of miscarriages and still births</li> </ul>

<p>Role of Men in Maternal Child health</p>	<ul style="list-style-type: none"> <li>• Men beating their wives</li> <li>• Men not going for HIV Testing and counselling with their wives</li> <li>• Men refusing to accompany wives to antenatal clinics and to hospital</li> <li>• Men not helping pregnant wives do heavy household chores</li> <li>• Men not allowing women to go to hospital without their permission</li> <li>• Men not saving for the women to go to hospital in time, and for the new baby</li> <li>• Men not helping in caring for the baby or taking the baby to hospital</li> </ul>	<ul style="list-style-type: none"> <li>• Women miscarry</li> <li>• Still births</li> <li>• Premature births</li> <li>• Baby is not protected from HIV</li> <li>• Women have unplanned pregnancies</li> <li>• Women suffer from hypertension and high blood pressure</li> <li>• Men do not know the danger signs in women and children</li> </ul>	<ul style="list-style-type: none"> <li>• Men not beating wives</li> <li>• Men going for HIV Testing and Counselling with their wives</li> <li>• Men accompanying wives to the antenatal clinic</li> <li>• Men helping wives with domestic chores</li> <li>• Men taking a role in caring for babies</li> <li>• Men allowing women to go to the hospital anytime the women feel unwell.</li> <li>• Men saving for the wives to go to hospital to wait for their time and for the new born babies</li> </ul>	<ul style="list-style-type: none"> <li>• Health mothers</li> <li>• Health babies</li> <li>• Health families</li> <li>• Reduced complications during labour</li> <li>• Reduced cases of maternal and infant mortality</li> </ul>
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