

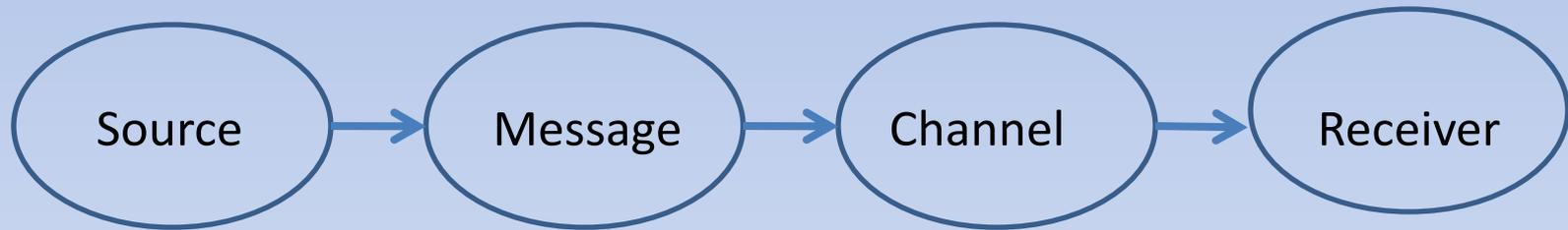
# **Communication Planning for Development**

**Strengthening Philippine City Capacities  
to Address Climate Change Impacts  
(SPCC2ACCI)**

**October 19, 2009  
Sorsogon City**

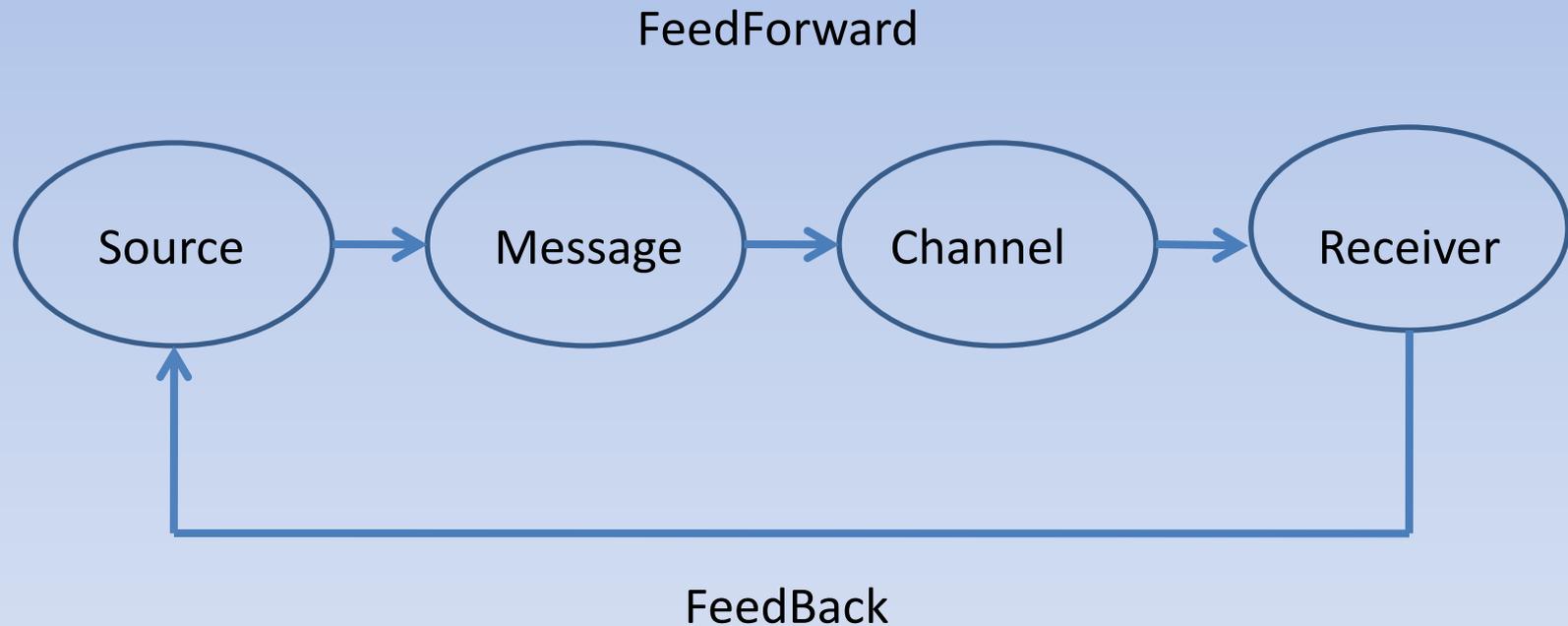
# Communication Elements and Process

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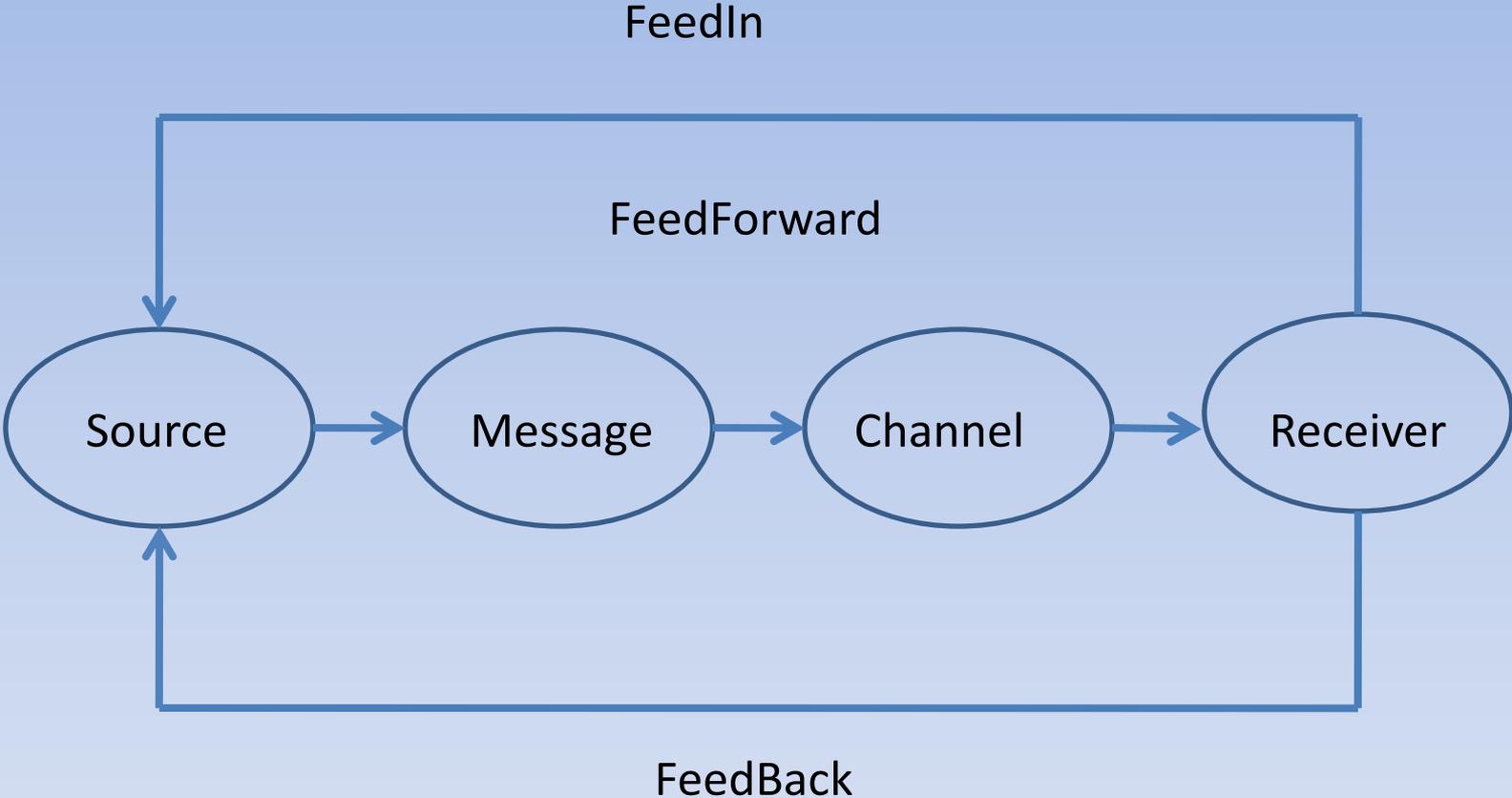


# Communication Elements and Process

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# Communication Elements and Process



# Communication

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**Communication** is a process whereby a source shares messages with a receiver through various channels with the intent of changing the knowledge, attitudes, skills and/or practices of the latter.

## Feed-In:

Baseline study, Training needs analysis, Pre-testing of materials

## Feed-Forward:

Planning, Staffing/Organizing, Directing/Coordinating

## Feed-Back:

Monitoring and Evaluation

# S-R Strategy

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Source

Medium

Message

**Stimulus**



**Response**

Receiver

**Effective communication** is the skillful use of **STIMULUS** to generate specific **RESPONSES** from the target publics.

# S-R Strategy

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- Target Person
- Target Responses
  - Senses
  - Reasons
  - Emotions
  - Awareness
  - Knowledge
  - Attitude
  - Skill
  - Practice/Use
- Tone/Personality

# Choosing Audiences

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- **Know your audience**
- Some findings:
  - **Males** are more difficult to persuade than females because, in most societies, males are trained to be more assertive
  - The higher the **educational attainment**, the easier to persuade by factual reason; the lower the educational attainment, the easier to persuade by emotional reason
  - The higher the **income level**, the more receptive to new technologies
  - The **younger** the person, the lesser the experience, less sure of what he is doing; therefore, easier to persuade than older ones.

# Developing Messages

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- Oversupply of **irrelevant information** is as serious as undersupply of relevant information
- The **lesser** the message, the more the channels, the greater the effectiveness of communication
- Information becomes more **credible** when it focuses on the tangible
- Information which starts with the **familiar** is more effective than with the unfamiliar
- More interesting to start with problems then solution than the reverse **presentation**

# Developing Messages

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- Messages presented at the **start or end** are better retained than those presented at the middle
- **Interpretative** reporting is more effective than factual reporting for low educated audiences
- Messages which start with the **experiences** of the audience are better understood than those starting with unfamiliar experiences
- For low literates, **local language** is better understood than English or Tagalog. For high literates, English is preferred
- **Realistic illustrations** are preferred over caricatures

# Developing Messages

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- **Colored illustrations** are preferred over black and white. However, the latter is better understood than the colored.
- White **background** is preferred over colored background for posters because white connotes cleanliness and the messages and illustrations appear more legible
- Short, familiar words, simple **sentences** and short paragraphs are easier to understand and retained
- Don'ts or **negative statements** when supported by illustrations are usually retained and mistaken as do's; therefore, present don'ts without illustrations

# Selecting Channels

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- **Mass media**

- Radio
- Television
- Print
- Internet/Podcasts

- **Group media**

- Lecture-discussion
- Seminar
- Workshop
- Meeting/conference
- Role playing

- **Personal methods**

- Conversation
- Personal letter
- Telephone call/text
- Home visit

- **Folk media**

- Traditional songs
- Poems
- Dances
- Anecdotes

- **Special events**

- Festivals
- Beauty contest
- Sports events

# Selecting Channels

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- The more **available** the channel, the more likely that it will be **used**
- The more **senses** affected by a certain channel, the more effective it is in changing knowledge, attitude, practice and skill
- The more **personal** the channel, the more effective in changing **attitude and practice**
- **Group-oriented** channels are more cost-effective in improving knowledge
- **Personal-oriented** channels or methods such as coaching, tutoring, internship or personal demonstration are cost-effective in improving **skills**



# Communication Planning Form

Target Audience and Budget (per group)	Problems/ Needs (per group)	Communication Objectives (per group)	Messages (per group)	Channels/ Activities (per group)
<ul style="list-style-type: none"> <li>• Target audiences are the most important part of a communication plan.</li> <li>• Segment and identify number/count</li> </ul>	<ul style="list-style-type: none"> <li>• Identified during baseline study.</li> <li>• Information problems include:               <ul style="list-style-type: none"> <li>• Lack of awareness</li> <li>• Lack of knowledge</li> <li>• Negative attitude</li> <li>• Lack of skill</li> <li>• Low practice of policies, programs, activities or technologies</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• What the communication plan intends to accomplish</li> <li>• Should follow the ABCD in objective setting (Audience, Behavior, Condition, Degree)               <ul style="list-style-type: none"> <li>• Audience: Who are they and how many?</li> <li>• Behavior: What should we change – awareness, knowledge, attitude, skill or practice?</li> <li>• Condition: When do we expect to see the changes?</li> <li>• Degree: How many of the total audience per group do we expect to show change in AKASP?</li> </ul> </li> </ul>	<p>Information that is expected to change AKASP</p> <p>Awareness Knowledge: Facts and figures Attitude: Advantages and disadvantages Skill: How to Practice: Advantages of following policy or technologies</p>	<p>Means of communicating to target audience:</p> <ul style="list-style-type: none"> <li>• Mass media</li> <li>• Group media               <ul style="list-style-type: none"> <li>• Lecture-discussion</li> <li>• Seminar</li> <li>• Workshop</li> <li>• Meeting/conference</li> <li>• Role playing</li> </ul> </li> <li>• Personal methods               <ul style="list-style-type: none"> <li>• Conversation</li> <li>• Personal letter</li> <li>• Telephone call/text</li> <li>• Home visit</li> </ul> </li> <li>• Folk media               <ul style="list-style-type: none"> <li>• Traditional songs</li> <li>• Poems</li> <li>• Dances</li> <li>• Anecdotes</li> <li>• Riddles</li> </ul> </li> <li>• Special events               <ul style="list-style-type: none"> <li>• Festivals</li> <li>• Beauty contest</li> <li>• Sports events</li> </ul> </li> </ul>

# Communication Planning Form

Duration (per channel)	Responsible (per channel)	Estimated Budget (per channel)	Monitoring (per channel)	Evaluation (per channel)
Days needed to produce and distribute materials or conduct each activity	Identifies agency or staff responsible for each channel or activity	Breakdown of budget per activity or output	Questions what actually happened or produced. E.g.: How many letters were prepared? How much was the total expense for producing the brochures? For distributing them?	Questions about achievement of immediate objectives. E.g.: How many barangay officials improved their knowledge on water management? What Watsan projects were integrated into the BDP and AIP?

# 7 STEPS TO SOCIAL CHANGE

KNOWLEDGE	(I know I should)
DESIRE	(I want to—be part of it/ do something about it)
SKILLS	(I can)
OPTIMISM	(It's worthwhile—people should believe that ANY UNDERTAKING IS WORTHWHILE)
FACILITATION	(It's easy)
STIMULATION	(I'm joining in)
REINFORCEMENT	(That was a success/ Celebrate small victories!)

## **14 steps in developing a Communication Plan**

1. Identify the audience
2. Assess information needs
3. Identify information sources
4. Identify the best media methods available
5. Identify key messages
6. Define when and how communications will be provided
7. Document the approval process
8. Assign responsibilities (you can't do it alone)
9. Identify all triggers
10. Define a process for handling ad hoc inquiries
11. Develop a library of project information
12. Create internal and external feedback loops
13. Schedule the work of communications
14. Define a process for updating or changing the Communications Plan