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Communication for Development

Enhancing Programme Results



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Check the box if you need....

To develop a strategy that ensures adoption of new practices

To empower and mobilize individuals and communities to become proactive agents of change

To address socio-cultural norms to promote healthy behaviours

To strengthen organizational and institutional capacities as catalyst of social and behavioural change

To inform and influence policies and engage policy makers to achieve better results

To ensure stakeholders' participation in local governance mechanisms and other development initiatives

..If you have checked at least one of the above boxes C4D can contribute to your needs

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Promoting Sustainable Change

The Added-Value of Communication for Development

1. What is C4D?

Communication for Development, or C4D, is an interdisciplinary field of study and work, which originated soon after World War II. C4D belongs to the communication family and shares some of its main theoretical conceptions. However, **C4D has a specific conceptual and practical framework, requiring a set of competencies and skills that differ significantly from other communication areas**, such as corporate communication, political communication, media production, or journalism, just to mention a few. The ultimate goal of C4D is to promote social and behaviour change, not only to produce nicely packaged messages and media products, or to inform audiences' behaviour.

C4D concepts and practices evolved with wide theoretical trajectories, from the media-centric vision dominating this field until the 1980s to the current concept focusing on the importance of social determinants and participatory approaches. The widely accepted definition, also known as the Rome Consensus, was agreed upon and adopted at the First World Congress on Communication for Development, that took place in Rome in 2006, stated:

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

The way in which words and definitions are used is important and in devising communication strategies they are even more critical. That is why by operating within the current development paradigm, we prefer to use the term stakeholders (which indicates that the individual has something at stake in the proposed change), rather than audiences (which has a passive connotation and is often used with mass media and advertising).



This booklet provides an introduction to existing communication approaches, methodologies, and tools. It looks at what Communication for Development is and what it is not. It also illustrates the various enablers that can facilitate change and presents examples illustrating how C4D can make the difference when applied strategically.



Interactive Video Session

What C4D Is and What It is NOT

C4D Isand C4D is NOT primarily (or should not only be)
About people, thus about communication	About information, messages and media
An interdisciplinary field of work and study that uses communication methods, media and tools to promote social and behaviour change	About the development of communication materials, media production, or about designing messages to disseminate information
About investigating situations, understanding and engaging stakeholders, and developing evidence-based strategies to promote social and behaviour change	About production-driven initiatives, that are based purely on technical solutions, usually devised by experts, with little or no understanding of the socio-cultural context
About one-way e.g. 'message dissemination' and two-way approaches e.g. 'dialogue-based' to fill knowledge gaps, facilitate empowerment and engage stakeholders in the process of change	About persuading audiences to adopt certain pre-determined behaviours, which is usually done through one-way communication approaches
Empowering the most vulnerable and deprived segments of society, ensuring that they will have the opportunity to be as involved in the process of change as everybody else	About reaching the widest possible audience at all costs
About having a set of competencies and skills which should include research, strategy design, ethnographic methods, participatory approaches, facilitation, mass/traditional/new media, evaluation and more. Most important, humility and empathy should be non-negotiable assets of any C4D experts, as they are key to understand stakeholders' perceptions, needs, and motivations	About having a core set of skills in areas of outreach communication (e.g. journalism, external relations, marketing, etc.) or in other hard sciences (e.g. engineering, medicine, etc.), as it often occur
The needed ingredient to enhance stakeholders' participation, leading to better planning of the initiatives and more likelihood to achieve the intended results	The panacea to every problem, especially when used incorrectly (e.g. focusing on the message without proper understanding of the context and/or the stakeholders) or when there are constraints that cannot be solved by C4D (e.g. poor infrastructure)

2. Why C4D?

If there is something that past experiences in development initiatives taught us, is that it is not enough to devise perfectly sound technical solutions to ensure that people adopt them. On the contrary, there are numerous instances where such sound and well-intentioned solutions have been rejected by the so-called “beneficiaries”, who now are increasingly referred to as stakeholders or participant groups.

The question then is WHY, once the experts have identified the problem and come up with the “correct” technical solution, people still refuse to adopt it. The answer usually lies in a multiplicity of causes, most of which seem to have the same minimum common denominator; i.e. lack of stakeholders' involvement in the development of the solution and often even in the definition of the problem.

Refusing to use latrines, to immunize the children, to take food supplement, or to exclusively breastfeed infants in the first six months of life, is not usually due to stakeholders' laziness or irrational behaviour. Changing behaviours and adopting new practices is a long and, complex process, which goes well beyond filling the information gap, as wrongly assumed in the past. Often, external experts do not relate to people's and communities' way of thinking and living and are unable or unwilling to use truly consultative, proven methodologies that lead to positive change. C4D is uniquely equipped to understand the factors that can motivate and promote such change, but to make sure the intended change occurs and will be maintained, there are a number of considerations to be assessed and taken into account.

Having and transmitting the needed information is not enough to achieve the required behaviour change (as smokers who try to quit know well). A mix of economic determinants, cultural elements, perceived benefits, media products, and social and behaviour change approaches, combined in a strategic plan, is needed to address barriers and promote adoption of innovations and behaviour change in a sustainable manner. The development of such strategies, across most program interventions, is at the core of C4D work.

3. Why funding for C4D Initiatives?

The need to identify, define, measure and most importantly achieve “tangible” results is increasingly being emphasized in the international development community. The Paris Declaration on Aid Effectiveness (2003) stated a number of principles and areas that donor countries pledge to support. The first one was “strengthening partner countries national development strategies and associated operational frameworks.” Such an achievement would be a key result, but how can it be measured? Can improvement of country strategies and the related framework for planning be assessed? The answer is Yes, they can be, but the question remains: How do we define what is tangible or visible result and what is not? For example, the construction of latrines is a tangible result but facilitating womens empowerment is less visible and harder to measure.

The donor community has traditionally concentrated their funding focus on initiatives in which results can be easily seen and easily counted for, e.g. distributing mosquito nets. But evidence shows that by following this path, the results have been consistently lower than expected, as demonstrated by the many challenges remaining in many parts of the world. For example, changing perceptions of individuals and communities to use latrines remains a development challenge, which requires social and behavioural change. While interventions targeted at changing behaviour may not yield easily measured tangible results, it remains an absolute necessity in achieving development goals.

This is where C4D comes in. C4D is considered a soft science and its results are often intangible, (but not necessarily non-measurable) as they address capacities, attitudes, behaviours, participation and empowerment. A number of studies carried out recently by international organizations (including the World Bank) have found significant evidence that when C4D is used in the beginning phases of development initiatives, the likelihood of success is significantly enhanced. Thus, while results, and funding, should be focused on key areas such health, nutrition, sanitation or rural development, it should also be clear that these results cannot be achieved without the strategic use of social and behaviour change approaches, methods and tools. Neglecting the importance of this element, and the relative under-funding, or wrongly budgeted funds (usually just for media, production and/or outreach) are often the key barriers in achieving intended results.

4. How C4D Works?

To fully appreciate the crucial relevance of C4D in promoting sustainable change and achieving the intended results we need to understand the key determinants that can facilitate or impede change. The revised socio-ecological model adopted by the UNICEF India Country Office is in line with the one endorsed by UNICEF globally. As seen in Figure 1, there are six different closely related and interconnected levels. This model is used after a specific behaviour has been identified (through research) as key to improve conditions of specific stakeholders.

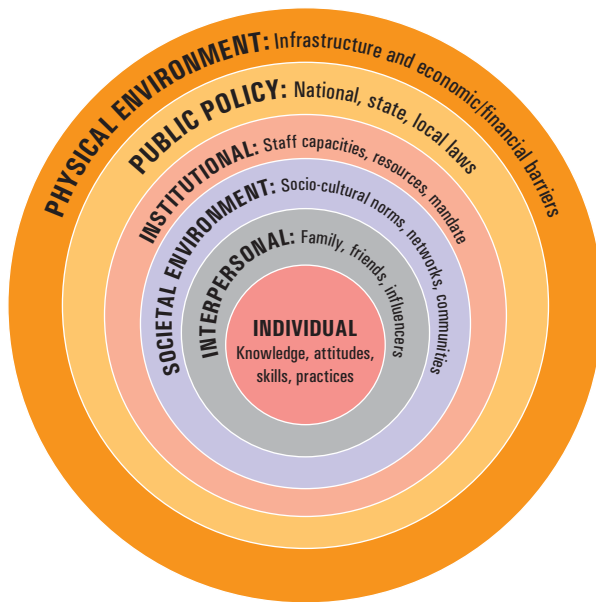


Figure 1: Socio-Ecological Model

Let us briefly illustrate the model through the hypothetical scenario of an evidence based high impact behaviour such as washing hands with water and soap before and after defecation, and to make it more specific let us focus on schools.

The first level to be considered is the structural one, where infrastructure and economic factors are reviewed and assessed. In this case, to be able to promote change, schools need to have bathrooms where water and soap is available. If this is not the case, it is important to know why. If it is because of lack of funds, advocating for conducive policies that make bathrooms with water a requirement in all schools would be an important step.

The need for enabling policies and legislation are addressed in the second level which is about public policy, where communication approaches could be used to advocate for laws and regulations that could facilitate the intended change.

The institutional level is next, which is mostly about system strengthening, which addresses two factors: one aimed at the overall organizational structure and the institutional mandate of the communication units, while the other is aimed at strengthening the communication skills of technical staff. To develop and implement a communication strategy to influence school going children to wash hands after defecation, would require the implementing agency or unit to have the mandate and technical capacity to devise a communication plan that is contextual and relevant to the specific situation.

The level of socio-cultural norms addresses norms, beliefs, perceptions and traditions that can either facilitate change or impede it. In investigating and understanding such norms, C4D builds the foundation for the strategy to promote change. For the case of children washing hands, it is at this level the communication practitioners will identify what are the key socio-cultural barriers that need to be addressed, or traditional beliefs and practices that could enable the behaviour change. To wash hands after defecation with soap, there maybe a perception among children in school that their peers will make fun of them for practising a behaviour that is not a norm in their environment. If this is the case, the communication approach has to be devised in a way that leads to changing this perception as well as children's expectations.

The levels addressed so far are important in ensuring an enabling environment, where behaviour change can take place. The last two levels are concerned more with the individual. At the interpersonal level, C4D approaches, methods and tools focus on inter-personal communication, both through secondary stakeholders (e.g. mothers, teachers, etc.) and through “influencers” (e.g. influential peers, champions, etc.) that can move opinions and attitudes of the intended group of stakeholders.

Genuine, good quality dialogue has been proven to be the most influential form of communication to stimulate change. At the core of the socio-ecological model there is the individual level, where knowledge, beliefs, attitudes, skills, and behaviour changes occur. Through dialogue we can influence the teachers to ensure washing hands is integrated in the school environment and they can engage the children to understand the importance of washing their hands with soap. Through this dialogic process each child is likely to begin to view washing hands after defecation as not just a necessity, but a norm. It is at the individual level where all enabling factors of the current environment are internalized and transformed into action leading to sustainable change.

Thus C4D initiatives are carefully planned, implemented, evaluated and documented. Once the communication strategy and approaches are put in place, it is necessary to assess the impact of the intervention and continuously improve the strategies and approaches being adopted. Through knowledge management and dissemination of knowledge products (i.e. lessons learnt, research studies, monitoring and evaluation) we can capture what strategies have worked and how similar approaches can be replicated in other communities.

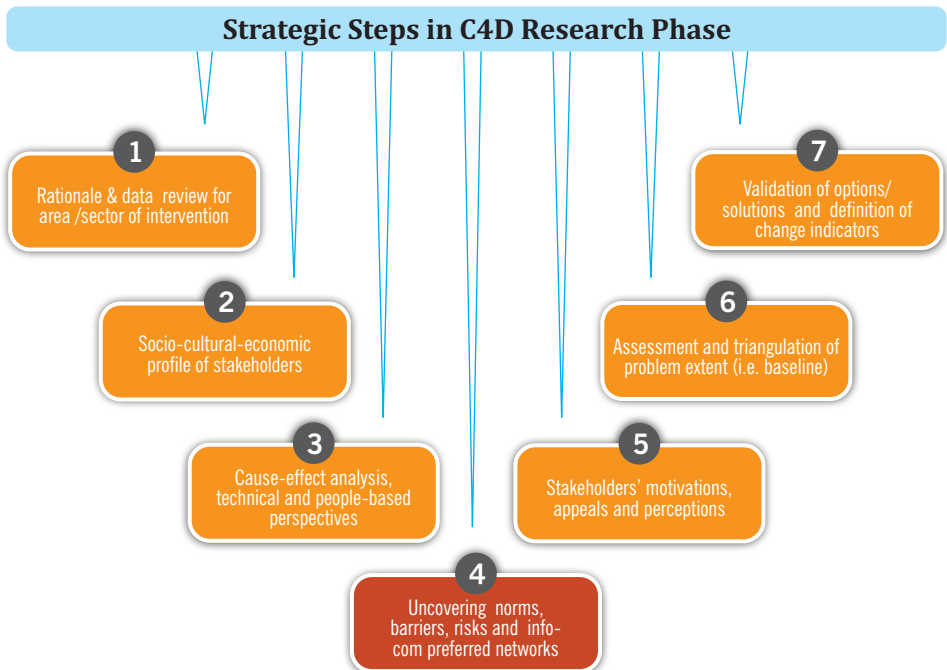


Meena Radio in classroom

5. Planning for C4D

a. Research

The rigour and complexity of developing a C4D strategy is often not fully understood. For any C4D strategy to be effective it has to be based on evidence generated out of scientific research. Research often seeks to answer the WHYs of behaviour, social norms, and communication habits of the stakeholders. It can also uncover positive aspects in the community which might be useful in supporting the recommended intervention. More simply, to produce the expected results C4D strategies have to be research driven and evidence based. The graphs below depict two phases of communication strategy development. One is research and the other is planning. **The main steps in C4D research is depicted below:**



b. Strategy Development

Based on research the communication strategy is developed in partnership with stakeholders. **Depicted below are the basic steps in communication strategy development.**



6. How C4D Contributes to Change?

C4D contributes to change in a number of ways, mostly by planning evidence based effective strategies that adopt dialogue, inter-personal communication methods and media to achieve change in social norms and individual behaviours. Below are some examples of C4D approaches from India that have proven successful in influencing and changing behaviour. A list of C4D approaches is explained in the end.

Behaviour Change Communication Program in Integrated District (Participatory and Inter-Personal Communication)

In UNICEF's Integrated District Approach, C4D is working closely with communities and has engaged and reached more than 900,000 families through a network of 100,000 village volunteers, self-help group women, youth groups and mid-media interventions. These communicators are trained in communication skills and use interpersonal communication, participatory dialogue and various mid-media approach to reinforce key behaviors.

The Ideation theory driven studies in selected integrated districts studied the emotional, cognitive and social dimensions which have an effect on behaviour change. The studies found that over 60% community was exposed to UNICEF's C4D interventions like inter-personal communication (IPC), community dialogue, mid-media resulting in significant achievements in the community's adoption of intended behaviours. Increase is noted in all ideation variables like knowledge, beliefs, perceived advantage, perceived risks, self-efficacy, norms, social influence, interpersonal communication and community prevalence over time and by exposure. For example, in Purulia district, exposure to any of the UNICEF interventions related to breastfeeding increased from 38% in 2007 to 78% in 2012. In Medak district almost all respondents who were exposed to UNICEF interventions continued breastfeeding even if the infant was sick. Likewise, 95% of exposed mothers in Lalitpur fed colostrum and reported use of soap for washing hands at critical occasions.

Innovative Entertainment-Education (E-E): Meena Radio (Mass Media and Inter-Personal Communication)

The Meena ki Duniya (Meena's World) radio program is an innovation of the Meena Communication Initiative, designed to deliver various child rights messages to rural school children, their educators, parents and community leaders. The radio program utilizes E-E to reach children in school. The program uses magazine format which includes story, song and game. Prior to the official launch of the Meena radio programme, UNICEF commissioned a baseline study with 1,536 children and 256 teachers in eight districts of UP, with the plan to follow up a year later with an endline assessment. The baseline study provided the team with useful information about the in-school realities and children's perceptions about many of the topics and situations in the program. The endline study of 2012 shows significant positive changes among those children who were exposed to the programme. For example, when asked about washing hands after defecation 90.6% of those exposed to Meena Radio responded positively to washing hands after defecation, compared to only 68.2% of children who were not exposed to the radio programme. Similarly, when asked why children needed to be immunized there was a significant move from the baseline to the endline results. During the baseline 40.6% responded immunization was needed to prevent killer diseases whereas the endline showed 57.2% of those exposed to the show understood that immunization was needed to prevent killer diseases. The reach of the programme has since expanded from 600,000 children in Uttar Pradesh to 329,000 children in Madhya Pradesh to 320,000 children in Andhra Pradesh and 300,000 children in Kerala.

Mobilizing Communities to Achieve Polio Eradication (Social Mobilization and Inter-Personal Communication)

After over 16 years of polio immunization campaigns, on 25 February, 2012 WHO officially announced India as non-polio endemic. Many factors contributed to achieving this milestone, particularly strengthening Interpersonal Communication (IPC) skills.

UNICEF supported the deployment of over 6,000 local, mostly women, community mobilization coordinators (CMCs) trained in IPC in some of the most high-risk and underserved communities in UP and Bihar where Polio has traditionally had a stronghold in India. This unique community mobilization deployment contacted for IPC over

1,800,000 families (approximately 5,500,000 children under 5 years of age) minimum 4 times during each polio immunization round plus for routine immunization sessions between the polio rounds. In addition to CMCs deployment, local community leaders/influencers were identified and tagged with immunization teams. They supported CMC and vaccination team members to convince the non-compliant families. According to the official data, over 15,000 influencers supported vaccination in each polio round in U.P. Consistent and systematic IPC during each round for quite a few years built up the confidence of the under-served communities in the programme, leading to increased participation in immunization. Further, by the end of the year 2010 they were more immunized than the children belonging to other communities in U.P. Consequently, the immunity of all children under-five in U.P. and Bihar was elevated high enough to beat Polio, and India was declared Polio free and removed from the global list of endemic countries in 2012.

Entertainment Education Television Series: *Kyunki...Jeena Isi Ka Naam Hai* (Mass Media)

Cross-cutting media initiatives such as *Kyunki...Jeena Isi Ka Naam Hai* contribute to a range of results in various sectors, mostly related to UNICEF Facts For Life initiatives. UNICEF India's Education Entertainment series *Kyunki... Jeena Isi Ka Naam Hai* (Because...This Is What Life Is), a daily soap opera based on the Facts for Life initiative successfully ran 501 episodes on India's national broadcaster *Doordarshan*. It is a tele-serial meant to deliver social messages and initiate individual and community transformation. *Kyunki* not only achieved some of the highest television ratings for its genre and timeslot, it also ensured that the messages that it communicated were contextual, factual and most importantly research, monitoring and evaluation were an integral part of its content development. The rigorous system of evaluation has shown not only a significant increase of knowledge in the audience, but it also acted as an inspirational factor and spurred some viewers to take action and adopt new behaviours. At the base line 89% of mothers reported their child had been immunized, which increased to 97.2% of mothers who were exposed to show reported immunizing their child before the age of 2. At the base line 52.2% of mothers reported positively which increased to 82.7% at the end line in number of women who were exposed to *Kyunki* registered their child with an *Anganwadi* Centre.

7. Conclusion

Influencing socio-cultural norms and changing behaviours is a process that, to be effective and sustainable requires engaging key stakeholders and devising a multiplicity of strategic interventions addressing the structural, institutional, socio-cultural, and personal levels. C4D provides strategic approaches that enable change processes at these multiple levels and provides answers to the Why's and the How's of changing behaviour processes. Most importantly C4D gives you the tools to influence individuals and institutions. Any innovative approach or change in practice requires more than a sound technical solution. C4D provides the needed strategies to promote change using a blend of scientific rigor and creativity. However, to be effective in bringing results, C4D needs to be included in the development of initiatives from the very beginning (i.e. research and planning) rather than being incorporated mid- way with funding earmarked exclusively for materials production, which we now know is not the full potential of using communication as a tool and method of creating lasting change.

C4D Approaches

Capacity Enhancement

This approach constitutes much of the work done by C4D specialists around the world, because it entails building or enhancing the capacity of technical staff so that they will be able to develop and promote the adoption of strategic C4D initiatives. This should not be confused with institutional or system strengthening, which is more concerned with ensuring that the mandate and authority of communication units and departments allow the planning and implementation of social and behaviour initiatives. Capacity enhancement refers to the capacity of technical staff of government and other organizations, as well as the capacity of local stakeholders, through two-way communication methods, participatory tools and their engagement in the decision making process.

Social/Community Mobilization

This is an approach that focuses on a broader social intervention, to ensure that the community at large is engaged. Social/Community Mobilization is a process that engages and motivates a wide range of partners and allies either at national or local levels to raise awareness of and demand for a particular development objective. It adopts two-way communication to ensure that members of institutions, community networks, civic and religious groups and others will work in a coordinated way to reach the intended results. This approach is particularly effective within a social norms perspective, when certain new practices need to be socially endorsed before individuals feel confident enough to adopt them.

Inter-Personal Communication (IPC)

Interpersonal communication, a two-way communication mode, is the interactive process between two or more people. It can be totally open or it can be directive, meaning around a certain theme. IPC is used to build trust, open-up dialogue, facilitate the exchange of perceptions, opinions and knowledge and, last but not least, support the empowerment of individuals. IPC can occur as one-to-one or also in groups. Differently from what some may believe, to be able to use IPC effectively, a specific set of skills and, even more important, an attitude guided by humility and empathy are needed.

Non-directive Participatory Communication

Participatory Communication is a broad term which is also considered a theoretical model, as well as a paradigmatic shift. In this context, it is considered an approach as it refers to dialogue-based initiatives, aimed to generate and/or share knowledge on a range of issues, and as such not guided by definitive messages (hence the term non-directive). Participation is considered both an end and a means. It is an individual right and as such any given stakeholder should have the opportunity to be actively engaged throughout the whole decision-making and implementation process. In practice, this is difficult to achieve. Nevertheless, participatory communication is a dynamic process, based on a continuum ranging from no participation at all to a genuine level of share decision-making, and there are many instances in which participatory communication has made a difference, even if not applied at its fullest extent. Available evidence indicates that participatory planned initiatives have a higher rate of success, they are more cost-effective in the long run, and have a greater chance that the intended change will be sustainable.

Social Marketing

Social marketing is an approach, which applies experiences and lessons from commercial advertising to the promotion of social goals. Social marketing goes beyond marketing alone as it is also concerned with the way the product will improve the lives of the stakeholders and how the product or service is used after it has been sold. The aim is not only to promote the use of service but to ensure that the service is contextual, relevant and useful for the stakeholders. Social marketing main mode of communication is one-way.

Entertainment-Education (EE)

E-E comprises the production and dissemination of messages that are educational in substance, entertaining in structure, and popular in style. Strategically, E-E uses the appeal of mass-media, especially television, to attract big audiences and entertain them, while also passing social messages, that can inspire them or provide knowledge that could eventually lead to action useful to improve their lives. E-E has been proven to be an effective approach to reach mass numbers of people and increase their knowledge, and even to promote social and behaviour change when combined with other communication

approaches, but available data do not indicate that E-E is particularly effective in leading directly to behaviour change, when adopted as a stand-alone component.

Campaigns (Mid-Media, Outdoor-Media and Mass Media)

Campaigns are a very popular approach in communication and are usually done to raise the awareness and increase knowledge around specific issues. They are based on a one-way mode of communication and are most effective when adopting a mix of media, such as mid-media, outdoor-media and mass media.

Mid-Media is the use of local, sometimes traditional form of communication such as puppet shows, magic shows, drama, street theatre to deliver messages to a community.

Outdoor-Media utilizes public spaces such as billboards, advertising spaces in a train, bus or a side of a vehicle to deliver messages.

Mass Media is the use of print (newspapers, magazines), Television (soap operas, PSAs, Talk Shows, Documentary Films) and Radio (Talk shows, PSAs, audio dramas) to deliver messages to large sections of people.

Advocacy

Advocacy is the deliberate process, based on demonstrated evidence, to directly and indirectly influence decision makers, the public opinion and/or relevant audiences to support and implement specific policies or actions. It can be done adopting both or either of the one-way and the two-way modes of communication.

Information, Education, Communication (IEC)

This is a broad approach, which is also sometimes considered a theoretical model. In practice, IEC is identified and understood mostly with the production of communication materials aimed at promoting behaviour change through messages or other traditional types of communication, usually one-way. If adopted along those lines, and considered mainly as a materials' production intervention, IEC effectiveness is greatly limited. While, if included strategically in a broader evidence-based initiative, IEC can become an important component of the overall strategy.

Glossary

One-way communication

Communication is monologic/didactic. It only delivers information/messages without listening to stakeholders or understanding their needs.

Two-way communication

Communication is dialogic. Both the messenger and audience/stakeholder participate in dialogue on a common issue. There is mutual exchange of information, messages, ideas and option.

High impact behaviours

Simple life saving behaviours, like hand washing with soap and early and exclusive breastfeeding which have been proven by evidence to save children's lives.

Social Norms

An 'agreed-upon' rule by which a culture guides or shapes the behaviour of its members in a given situation. Sanctions of different types and degrees (stigma, social exclusion, fines, prison, etc.) are usually expected for those who do not adhere to the norms.

Corporate Communication

Communication which conveys the mission and activities of the organization to external audiences. It uses messages and media to position and disseminate information about the organization.

Mid-media

Communication interventions which use the media route of local theatre, puppetry, magic show, local folk forms to promote issues. It is usually used in media dark areas and helps to build environment around the issue.

Ideation Theory

The Ideation theory tries to explain how people adopt new behaviours. According to this theory, 'ideation' variables determine the likelihood of a person adopting a particular behaviour. Ideation variables include cognitive (knowledge, belief, values), emotional (emotional response, self efficacy) and social (social influence and personal advocacy) variables.

Stakeholders/Participant groups are people/groups in a community with highest stakes/interests in a particular intervention.



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