

MINISTRY OF FOREIGN AFFAIRS OF DENMARK
Danida

TECHNICAL ADVISORY SERVICE

MONITORING AND INDICATORS OF COMMUNICATION FOR DEVELOPMENT



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Acronyms

AMG	Aid Management Guidelines
CFSC	Communication for Social Change
Danida	Danish International Development Assistance
EEAA	Egyptian Environmental Affairs Agency
FWCW	Fourth World Conference on Women
IADB	Inter-American Development Bank
ICD	Information and Communication Department (DFID)
ICT	Information and Communication Technology
MDG	Millennium Development Goals
MFA	Ministry of Foreign Affairs
M&E	Monitoring and Evaluation
PRS	Poverty Reduction Strategy
PRSP	Poverty Reduction Strategy Paper
Sida	Swedish International Development Agency
SPS	Sector Programme Support
SSP	Sector Support Programme
WB	The World Bank

1. Introduction

This note offers a brief and non-technical introduction to indicators and monitoring tools relevant to communication for development in Danida's countries of cooperation. It is primarily aimed at supporting staff at Danish representations or at HQ responsible for preparing and managing Danish bilateral development assistance. The note may also be of assistance to those in the partner organisations of Danish aid who are responsible for monitoring, their Danida advisers, and consultants who assist in preparing and managing programmes and projects.

The present note should be read in conjunction with the technical note on "Monitoring at Programme and Project Level – General Issues", which presents definitions of relevant monitoring terms and explains important aspects of the monitoring challenge at the programme and project level, including the links between monitoring and the international agenda on ownership, alignment, harmonisation, management for results and mutual accountability. The terms and definitions used in the present note correspond to those presented in the general note.

This note contains a background chapter on the strategic framework and types of Danish support for communication and development (Chapter 2), followed by a presentation of internationally defined goals, indicators and targets (Chapter 3). Subsequently, Chapter 4 addresses the issue of objectives and indicators at the national level, i.e. in PRSPs. Finally, Chapters 5, 6 and 7 are concerned with the level of the sector itself and the Danish support for it (SPS - sector programme support), discussing relevant indicators and related monitoring tools and methods at this level.

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2. Background

The decade since the publication of Danida's last communication-related policy paper, *Supporting the promotion of a free press in developing countries* (1994), has witnessed a series of profound and fundamental changes. These amount to a revolution in media and communication environments in developing countries, including major policy changes substantially increasing the relevance of communication for development in achieving current development objectives, as well as a series of innovative approaches among practitioners to communication in the development context.

Media environments have opened up with widespread liberalization of media in general and of broadcasting in particular. The radio medium has been revolutionised. Television, particularly via satellite, is becoming increasingly pervasive, even among poor communities. Print media have mushroomed. Most people in developing countries now receive information on issues that affect their lives from multiple sources. New communication technologies, particularly the internet and mobile telephony, have transformed communication patterns. Although principally the preserve of the middle class, urban-oriented consumer, these innovations are being increasingly applied to a development context, thus complementing the wider changes in the media landscape to produce much more networked, horizontally connected societies, in sharp contrast to the vertically connected societies of only a decade ago.

These along with other changes, especially the growth of increasingly active, organized and networked civil society movements, have fundamentally shifted the way in which people in developing countries access information and make their voices heard regarding issues and decisions that affect their lives; they have exerted immense influence on social norms and individual behaviour; they have provided fresh ways for citizens to hold their governments to account, and for governments to provide information that their citizens need.

However, while many of the effects of more open, democratic and crowded media environments have been positive, several concerns remain. New gaps have emerged between rural and urban populations, between the poor and non-poor, consumers

and non-consumers, not only the well-documented “digital divide”, but also much wider disparities in access to information and opportunities for expression. Indeed, in many societies, the poorest are finding themselves increasingly, rather than decreasingly, marginalized from debates on the issues that affect them the most.

Most current development policy rests on the belief that development interventions work best when they are rooted in local ownership, when people have a voice in changes that affect them, and when citizens can hold governments and others in power to account. Against this background, communication for development refers to a strategic communication process that promotes social changes through dialogue, knowledge-sharing, and participation. Among the applications are:

- Exchange of information, knowledge, ideas and values between individuals and communities.
- Promotion of citizens’ participation and community empowerment.
- Advocacy towards policy-makers and opinion leaders in support of specific plans, programmes, policies and reforms.

3. Internationally defined goals, indicators and targets

The MDGs do not specifically address communication for development, having set no targets or indicators for communication and media development. However, the use of strategic communication is a prerequisite for achieving most of the MDGs and internationally defined targets. For example, it is hard to conceive of extreme poverty eradication without creating awareness of alternatives and providing platforms for dialogue between those most affected. Likewise, the goals and targets for combating HIV/AIDS, malaria and other diseases cannot be attained without increased awareness and knowledge of the cause and effect of these diseases, while environmental sustainability is beyond reach without changing practices and behaviour.

It is possible – and would be useful – to define communication for development indicators linked to the MDGs at the intermediate/immediate objective, output and activity levels, although this has yet to be done. Attempts to coordinate communication for development interventions aimed at meeting the MDGs were made in November 2004 by a group of communication professionals, representatives of donors and development agencies, who formulated a statement called the *Bellagio Statement on the Role of Communication in Meeting the MDGs and Poverty Reduction*¹. The statement has not been subject to formal approval processes by the participant organisations, and so far there are no formally agreed, internationally defined goals, indicators or targets within the field of communication for development.

The Communication Initiative (cominit.com) – an international network for communication for development – is currently updating information on the impact of communication on the MDGs.

¹ Bellagio Statement on the Role of Communication in Meeting the Millennium Development Goals. This statement was developed by representatives of CFSC, DFID, FAO, FEMNET, FINNIDA, Netherlands Foreign Ministry, IFAD, Sida, Swiss Agency for Development and Cooperation, UNESCO, UNICEF, US Mission to the UN (Rome), USAID, World Bank, World Bank Institute, but has not been subject to formal approval processes and should not necessarily be taken to reflect the official policy of each of these agencies. CFSC 2004.

4. Objectives and indicators in PRSPs

A review of 16 PRSPs has shown that these papers often refer to media and communications:

- (1) as tools to **monitor poverty** and in the PRSP process, and
- (2) as **instruments in specific development interventions**².

A few PRSPs (e.g. Vietnam) outline the importance of information for poverty reduction and devise plans to enhance the information flows with related indicators such as:

- 90% of households able to watch Vietnamese Television, and
- 95% able to hear Voice of Vietnam by 2005.^a

Although communication for development does not feature explicitly as one of the core issues of the PRSPs, it is embedded in the overall concept, which prescribes knowledge sharing, dialogue, participation, and empowerment. The World Bank PRSP Sourcebook chapter “Strategic Communication in PRSP”³ provides examples of how to develop a national PRSP communication strategy, and shows how strategic communication has been used effectively in the PRS process in Nigeria and Uganda. In some PRSPs, communication for development is “indirectly mainstreamed”, forming part of the various sectors, often referred to as **information dissemination on specific issues**, such as market information, information on agricultural methods, information on human rights and policy issues, information on people’s needs, etc. However, the PRSPs rarely define indicators at the level of intermediate/immediate objectives, where aspects of communication for development could be most appropriately incorporated. Consequently, though often conceived as a tool in achieving development goals, communication does not feature in any examples of nationally identified indicators.

5. Communication for development in Danish bilateral aid

Strategic framework

Since the mid-1990s, the strategic framework for most of the Danish communication for development initiatives has been the policy paper ‘*Supporting the promotion of a free press in developing countries’ from 1994*.

This paper highlights three key areas of support: (1) Promotion of pluralism in the media world, (2) professionalism of the media sector, and (3) support for strengthening and establishment of media networks. Thus, the policy and subsequent initiatives have focused on structure rather than content and communication processes. This does not, however, mean that actual communication perspectives have been left out of the discourse and of Danida-supported interventions in the past. Communication for development components have played a part in the Danish development cooperation since the 1980s, and there are examples of strategic use of communication in Danida-supported sector programmes, among other places in Malawi, Tanzania, and Egypt^b

² According to Evaluation of *Sida’s Work with Culture and Media*, 14 out of 16 PRSPs made reference to media and/or communication/information. The countries include: Sri Lanka, Bangladesh, Vietnam, Laos, Cambodia, Tanzania, Zambia, Uganda, Mozambique, Ethiopia, Bolivia, Nicaragua, Honduras, Moldavia, Georgia, and Macedonia.

³ By Masud Mozammel and Barbara Zatiokal, 2002.

A dual perspective

In the prevailing strategic framework for Danish development assistance, *Partnership 2000*, support for media features separately as one of the priority themes in the field of good governance.

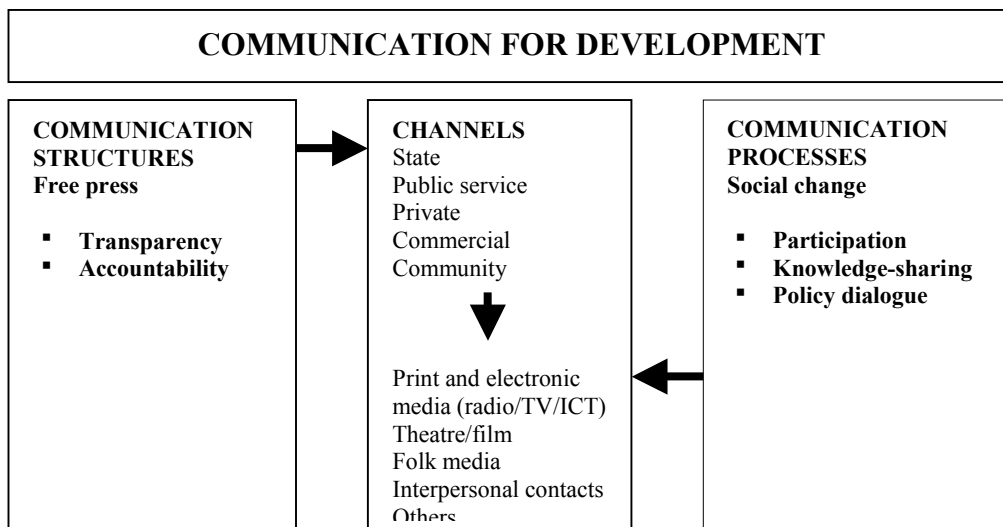
Thus, Danida pursues progress at two levels:

- (1) Development of an enabling environment for a free flow of communications through support for media and **communication structures** capable of channelling a democratic dialogue.
- (2) Development of actual **communication processes** channelling the dialogue.

The model below (Fig. 1) illustrates the interrelationship and interdependency between communication structures and communication processes. A free press upholding transparency and accountability is a prerequisite for a free flow of communication. Thus, freedom of the press will influence the functioning of the various types of media (state, public service, private, commercial, and community), which will, in turn, have an impact on the actual processes of communication for development.

A communication process aimed at producing social changes through participation, knowledge-sharing and policy dialogue is dependent on a free flow of communication.

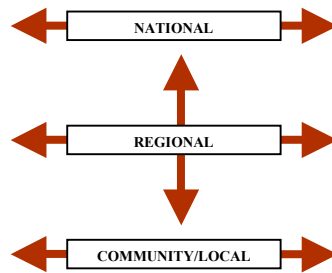
Fig. 1



Approaches

In this note, 'communication for development' is perceived as a **two-way planned process** that flows in different directions^d. It promotes the **active participation** of key actors in a development process, and maps out the necessary flow of communication at all levels, e.g. **vertically** between participants at national, regional, and community levels, and **horizontally** between peers, such as community members, civil society organizations, NGOs, authorities, and decision-makers.

FIG. 2: FLOW OF COMMUNICATION



There are various methods to optimise participation and ensure that participants have access to needed information as well as to voice their opinions. These vary from behaviour change models based on diffusion theories, as exemplified in **message-based communication**, to more elaborate participatory communication models, such as **communication for social change (CFSC)**⁴.

Some examples of the communication patterns of the two approaches are shown below. Thus, in *message-based communication*, facts on a given issue are provided to increase awareness and knowledge, which might eventually lead to changed behaviour. This type of communication will normally take place vertically, while *communication for social change* promotes horizontal exchange, requiring active stakeholder involvement, and such intervention might eventually lead to changes as defined by the participants.

Message-based communication	Communication for social change
<ul style="list-style-type: none"> ▪ HIV/AIDS is transmitted through sexual intercourse with an infected person. ▪ Use of condoms can reduce risks of being infected with HIV/AIDS. 	<ul style="list-style-type: none"> ▪ Dialogue on causes and effects of HIV/AIDS. ▪ Action and voices emerge from within communities to assert rights (e.g. to treatment), tackle stigma and catalyse social movements on HIV/AIDS. ▪ Sharing knowledge of how to live positively with HIV/AIDS.

Evidently, the communication objectives will influence the optimal approach to communication interventions and to measuring the results.

⁴ For a description of the various approaches, see Annex D: Glossary of communication terms.

6. Choice of indicators

Baseline, indicators and targets

To be able to measure the results of a communication intervention, it is necessary to collect baseline data against which the changes can be monitored. The *baseline data* will typically include both qualitative and quantitative information, such as:

- the type, quality and quantity of communication channels,
- the media habits of stakeholders,
- the formal and informal communication flow between stakeholders,
- the stakeholders' desires for change,
- the stakeholders' awareness, knowledge, attitude, and practices (AKAP) regarding relevant issues.

As in all development work, communication interventions are designed with a particular objective in mind as defined by the stakeholders. In order to monitor the process of change from the present situation/baseline to the envisioned post-intervention scenario, *indicators* are chosen by the relevant stakeholders as a means of measuring achievements at the various levels of the results chain. *Targets* are the values that indicators are supposed to attain at given points in time⁵. Targets may change throughout the implementation period, while the chosen indicators would normally remain the same.

Table 2 sets out the characteristics of the various types of indicators, and provides examples of communication indicators and targets at the various LFA (Logical Framework Approach) levels:

TABLE 2: EXAMPLES OF COMMUNICATION INDICATORS AND TARGETS			
Type of indicator	Characteristics	Indicators	Targets
Input indicator	Concerns resources devoted to the communication intervention	<ul style="list-style-type: none"> ▪ Funds allocated to the planned communication activities. 	<ul style="list-style-type: none"> ▪ US\$ 200,000 before January 2006
Activity indicator	Monitors achievement during implementation, to track progress towards the intended results.	<ul style="list-style-type: none"> ▪ Number of books distributed 	<ul style="list-style-type: none"> ▪ 1000 books distributed by end of 2007
Output indicator	Identifies short-term results	<ul style="list-style-type: none"> ▪ Number of people reached through popular theatre activities 	<ul style="list-style-type: none"> ▪ 500 persons have participated in the theatre performances over a period of 3 months
Outcome /impact indicator	Relates to the longer-term results (normally outcome indicators are linked to immediate objectives and impact indicators to the development objectives of the logical framework)	<ul style="list-style-type: none"> ▪ Percentage of men and women who know about voting procedures and have voted in the last election 	<ul style="list-style-type: none"> ▪ 80 percent of women and men in an identified region know about voting procedures ▪ 60 percent of women and men in an identified region have voted in the last election

After Mikkelsen, B: Methods for Development Work and Research, Sage 2005. (See also note on Monitoring at Programme and Project Level – General Issues section 8.2)

5 See note on Monitoring at Programme and Project Level - General Issues, p. 8

Quantitative and qualitative indicators

Whenever possible, it is desirable to identify quantitative indicators, because they are easier and cheaper to monitor. However,

Translating the different LFA levels of indicators into a concrete and simplified communication example:

“In order for a book to have an effect, it is not enough to have the means to produce it (input), it should also be produced and distributed to relevant audiences (activities) and thereby become accessible to these (output). Finally, the audiences should read the book and understand its contents (outcome), and the knowledge acquired through the book should result in changed practices or positive social changes (impact)”.

they are less apt to capture **behaviour, attitudes and motivation** than qualitative data. Therefore, in addition, it is often necessary to choose less tangible, qualitative indicators when measuring the outcome/impact levels of awareness, knowledge, understanding, and social changes. Nevertheless, as described in the General Note on p. 11, it may sometimes be useful to quantify even qualitative indicators, for example by phrasing it as “percentage of men and women who know about voting procedures” instead of “knowledge of voting procedures among men and women”.

Communication approach

The chosen communication approach will often influence the type of indicators, as illustrated by the below examples of indicators to measure message-based communication and communication for social change.

SELECTED INDICATORS OF MESSAGE-BASED COMMUNICATION	
LFA Level	INDICATORS
Objectives	Impact indicator: percentage of target audience who engage in recommended practices.
Immediate objectives	Outcome indicator: percentage of audience who acquire the skills recommended by the message
Output	Output indicator: percentage of target audience exposed to programme messages
Activities	Activity indicator: number of communications produced and disseminated, by type, during a reference period

After Cabanero-Verzosa, Cecilia et al.: Strategic Communication for Development Projects, WB 2003

The suggested indicators illustrate how the complexity of monitoring and subsequent data collection increases along with the measuring level. For the activity indicator, administrative records will suffice, once the messages, the communication products and the communication channels are defined. Most of the other indicators require a **sample survey** of the population to be targeted by the communication activities.

Verification by **observing people's practices** is recommendable, but may in some cases be almost impossible, e.g. when practices relate to people's intimacy.

In attempts to measure participatory approaches, the indicators tend to become less quantitative, less tangible, and somewhat out of place in the LFA matrix. This stems from communication for social change being primarily a **process** of understanding people's situations and influences, rather than a straightforward tool to reach pre-determined objectives.

SELECTED INDICATORS - COMMUNICATION FOR SOCIAL CHANGE
INDICATORS
Extent of leadership role undertaken by people affected by the issues addressed Did the affected people manage to become decision-makers concerning the priorities and activities of the communication intervention?
Accuracy of the information shared by the people in the dialogue/debate Evidence of this may be gathered on a few topics, e.g. looking at the accuracy of information about how to prevent HIV/AIDS infection.
Extent of public and private dialogue and debate To what extent has discussion on the issues addressed intensified in the family, among friends, at community gatherings, in the debate and dialogue of political processes?
Links between people and groups with similar interests who might otherwise not be in contact Which new groups have become involved, which new contacts have been established? This may help people to find opportunities for action that they did not see before – a highly important indicator.

After CFSC Network and the Johns Hopkins University (communit.com/scfulleval/355.html)

The researchers developing these indicators point to an important challenge when seeking to measure social change, namely time. Fundamental change usually requires patience, but programme and policy staff need immediate data that indicate the contribution being made. This calls for **agreement on indicators which, when measured in the short term, point towards the likelihood of long-term change** in the field being addressed, and which are applicable across issues, e.g.⁶

- Increased immunisation levels serve to predict decreasing child mortality.
- More girls enrolled at school is often cited as a predictor of economic progress.
- In communication, intent to change has been used as predictor of actual change.⁶

⁶ See also note on “proxy indicators”, General Note, p. 11.

For example, the first step towards changing attitudes is to become aware of an issue and to be informed of how to change the current situation. Thus, **increased awareness could be a predictor of actual change.**

In this note, we have chosen to focus on two basic approaches to communication for development. This is not meant to discard the validity or effectiveness of other approaches. In principle, rather than promoting one approach over another, it is suggested that **different approaches be applied to different contexts**, depending on specific issues and priorities.

Communication indicators and gender

When considering the approach, the issue of gender should be taken into account. Communication for development interventions are highly gender sensitive. In most countries, men and women have unequal access to information and expression, and it is necessary to mainstream gender into all communication for development interventions. Accordingly, the **indicators** of communication for development interventions should **reflect the need for gender-disaggregated data**, taking note of the section on *Media and Technologies of Communication in the technical note on Gender Sensitive Indicators for Monitoring Bilateral Development Assistance*⁷.

Type of intervention

As described in Chapter 5, communication for development in Danish development assistance operates with two types of interventions. For practical purposes, these are termed **(a) media development**, in which communication structures serve as vehicles for social change or part of good governance, and **(b) development communication**, which is a tool aimed at enhancing the attainment of the overall objectives, e.g. of sector programmes or components. Basically, these two types of intervention differ in their overall objectives, which will, of course, influence the choice of indicators. In the following, we have selected examples of both types of intervention. The examples may be inspired by existing sector programmes and components, but are basically constructed.

(a) Indicators in media development interventions

The overall purpose of support for media development programmes is to promote social changes through access to information and opportunities for expression. This encompasses support for a wide range of media and communication channels, such as mass media, ICT (internet, e-mail, and telephony), community media, and folk/popular media. Media development is pursued not only in interventions exclusively designed for that purpose, but also through components of SPS, and as part of good governance support. The design of this kind of assistance rests on a thorough assessment (baseline) of existing communication channels at the national, regional, and local level, exploring how these can be utilised and how the media structure can be supported to maximise the involvement of participants in organised and timely communications. This typically includes the following considerations:

- In)dependency of the media⁷ (e.g. are there any barriers to the free flow of information/freedom of expression?)
- Media coverage (e.g. numbers of media and size of their target groups).
- Style (e.g. do the media provide a platform for participation and debate?)
- Contents (e.g. what is channelled through the media, and does it appeal to the participants and cover their needs?)

⁷ Note that the Media Sustainability Index (MSI) is a tool to assess the development of independent media systems over time and across countries. It assesses progress towards five objectives shaping a successful media system, each with a series of sub-criteria, scored by an annual panel of experts. For a copy of the MSI 2005 visit, see http://www.irex.org/programs/MSI_EUR/index.asp (After DFID: Monitoring and Evaluating ICD programmes. Guidelines March 2005).

Example 1 in Annex A provides an example of the choice of indicators in a typical media development project aimed at producing social change.

Media development in good governance programmes

Awareness-raising and transparency are part and parcel of good governance programmes, and to facilitate these processes, many good governance programmes include a **communication component**. The means may be two-fold, i.e. supporting **media structures** as well as **communication processes** (see figure 1). The Zambia case (Annex A, example 2) focuses on hardware and radio transmission, while the Nepal case (Annex A, example 3) concentrates on training media practitioners and improving the access of underprivileged groups to relevant media throughout Nepal. Accordingly, each case gives rise to choosing a distinct set of indicators. Promotion of the right to information is often included.

The Nepal media component illustrates that monitoring must often be confined to less than optimal proxy indicators, due to the cost and complexity of identifying and using the ideal indicators. The two good governance-related communication programmes also operate with markedly different levels of ambition, as reflected in the development objectives. These cases also suggest a variety of alternative linkages between the longer-term development objectives and the immediate objectives, as well as between the immediate objectives and related outputs and activities. Accordingly, progress towards a given objective may be measured using a multiplicity of indicators.

(b) Indicators in development communication interventions

Development communication serves as a tool towards attaining the overall objectives, for instance of sector support. Strategic communications can be used in policy development as well as in institutional strengthening and in implementation of sector programmes. It offers several approaches, including community mobilisation, social marketing, participatory communication, the use of mass media, and institutional and interpersonal communication.⁸

Development communication in sector programmes⁸ is primarily a **means**, though the contribution that such communication can make to participatory development may also constitute an **end**. In this regard, the integration of development communication has much in common across sector programmes, i.e. the process is similar whether it be developed within the health sector or in any other sector. Thus, the selected example illustrates aspects of working with indicators that apply to all types of development communication.

Sometimes, communication indicators that are specific to the sector or subject matter are required, desirable, and possible to formulate. The attached example (Annex A, example 4) is an illustration from a concrete programme, where little is recorded about **how** the indicators were identified. It is evident that the monitoring indicators could have been devised in a participatory process, but they more likely to have been prepared by programme planners.

In principle, the objectives of communication interventions should be linked to the development objectives of the programme concerned. This relationship may be rather indirect, as illustrated in the case of Bay Island Environmental Management in Honduras^h (see Annex A, example 4).

⁸ Sector-specific indicators should always be tallied with PRSP indicators applied in a specific national/regional context if they exist, adjusting the communication indicators to these. Since the PRSPs are at different stages, the quality and advances in the application of relevant PRSP indicators cannot be taken for granted. Neither are relevant MDG indicators available for all sectors. It is important to recognize the different status of the MDG indicators, which are long-term, general indicators, and the PRSP indicators, which are short(er) term and country-/context-specific. (MFA/COWI 2004).

Assumptions and indicators

It is evident that all communication interventions rest on a number of **assumptions**. Whether these actually hold true or not will be partly reflected in the attainment of the targets set for the activities, outputs, etc. of the intervention. In this way, the validity of the assumptions is followed indirectly through the monitoring of the indicators at these levels. In addition to this, however, it is necessary to monitor the assumptions directly. This, too, may take place by means of relevant indicators. For instance, in example 4, it is assumed:

- That various community members with different and conflicting interests participate, and that consensus can be reached between these groups.
- That participatory mechanisms can be established, and that mutual distrust can be overcome.
- That misinformation and false expectations of possible benefits can be countered.

Monitoring these assumptions will, among other requirements, involve ongoing observations of who are participating and who are not. Likewise, it is important to monitor the accuracy of the information disseminated and of communications between the various actors. It might be useful to identify relevant indicators for the monitoring of the assumptions, for example:

- Number of participants by political, ethnic, linguistic, and cultural group.
- Accuracy of the information that people share in the dialogue/debate.
- Realism of expectations of possible benefits.

7. Methods of sector monitoring

Framework

Communication for development is not a sector per se, but normally an integral part of a development programme, whether it be in the field of good governance or social and economic sectors.

Usually, the nature of communication interventions makes it difficult to distinguish their particular effects from those of the rest of a development programme. Therefore, impact is best measured at the overall sector level, while communication monitoring should be undertaken as an ongoing regular activity at the input, activity, output, and outcome levels.

Approaches to monitoring

Monitoring may serve a variety of purposes. For instance, it often produces important information to substantiate better planning and demonstration of results. Thus, it is partly a learning process, and some key questions to be asked before choosing the indicators are: **Who is going to learn, what should they learn, and how?**

The programme management is one important stakeholder. It needs management information at various levels, e.g. about the programme's capacity to generate communication material. To this end, *the numbers of the various types of communications produced during a reference period* may be a good (output) indicator. To monitor the success of strategic communication, management will want to measure the results or outcomes of communication activities, and to track the inputs and processes that contribute to these.

Other stakeholders, such as politicians, may be more interested in whether programme interventions have an effect at the impact level, for which the indicator "*percentage of the target audience engaged in recommended practices*" is relevant. At this level, however, people's practices are much more difficult to measure than counting the numbers of communications and media spots.

Previously developed and externally derived indicators (such as the ones illustrated in Chapter 2 for *message-based communication* and *communication for social change*) may serve to inspire the selection of communication indicators. However, ideally, indicators should be formulated through a participatory process in order to make them locally owned and meaningful in the context

at hand. As indicated above, the process through which indicators are developed largely determines their usefulness to particular groups of stakeholders. Because indicators are derived from the actual objectives of communication interventions, in response to the diagnosed problem, from the type of strategy and approach selected, **it is impossible to produce a general list of indicators.**

In communication for development interventions, there is a strong trend towards favouring Participatory Monitoring and Evaluation (PM&E) methods over conventional Monitoring and Evaluation (M&E), because it is important for the change process to perceive people as subjects rather than objects, i.e. as agents who are capable of analysing their own situation and devising their own solutions.

In principle, PM&E and M&E may well involve external expertise to a similar degree. However, they differ in the roles assigned to such professionals. In conventional M&E, these specialists tend to **direct** the design, data collection, analysis and report writing. In PM&E, external specialists **facilitate** rather than direct these processes.ⁱ

Both types of monitoring and evaluation processes may use predetermined indicators to measure the degree of 'success'. Some may encourage various stakeholders to measure change according to their own criteria and indicators, while others may use a combination of pre-defined and context-specific indicators.^j

A number of participatory techniques and tools can be used to involve different stakeholder groups, women and men separately or together, in pre- and post-intervention research. Basically, they are divided in two categories:

(a) visual analyses and tools, such as mapping, ranking and scoring, and internal/external organisation charts; and (b) interview and sampling methods, such as individual, group, and key informant interviews^k.

The choice of technique, or mix of techniques, will depend on the context and the type of communication intervention. For example, to map out the formal and informal communication channels within a geographic area, or the communication flow between stakeholders in a development programme, one of the visual analyses might be chosen, whereas the outcome or impact of an intervention may be more appropriately assessed using various kinds of interviews, perhaps combined with a mapping approach.

An alternative to indicator-based monitoring is: “**Most Significant Change (MSC) Technique**”. Among its characteristics is a focus on the unexpected, drawing meaning from actual events, rather than being based on indicators. Information about unexpected developments is documented by using stories rather than numbers^l (a brief description of this technique is appended in Annex B, and a guide to its use is found at www.mande.co.uk/docs/MSCGuide.pdf).

This method is particularly interesting when it comes to measuring the impact of communication interventions, because it records the intended as well as the unintended results. For example, when measuring the impact of a community radio in a specific area, it may document unplanned effects such as the exacerbation of conflicts, polarisation between groups, etc. which might not be recorded through conventional indicator-based research.

Costs and capacity

It is sometimes judged too costly and complex to monitor the outcome of communication and media interventions regularly, as it often involves comprehensive research and surveys that require external expertise. This is the reason why less-than-optimal **proxy indicators** are often used in order to adapt the monitoring system to the available human and financial resources. As a general rule, it is better to identify fewer indicators that are meaningful and useful, even if they may not provide the most exact measurements, instead of drawing up a long list that is too challenging, expensive or outright impossible to monitor.

Planning the monitoring process

To ensure that the identification of indicators and subsequent monitoring are contemplated in the strategic planning process, it is useful to lay down the point in the process at which indicators are best defined and when monitoring should take place.

The planning model below shows some of the steps involved in a communication strategy, suggesting at which steps indicators can be identified, and when and how to monitor. The planning model can be used at component as well as at sector level.

STEPS TO CONSIDER IN COMMUNICATION PLANNING	
Objectives	<ul style="list-style-type: none"> Decide what should be achieved by the communication intervention in the short, medium, and long term, and identify indicators for the intervention.
Participants	<ul style="list-style-type: none"> Select and prioritize the groups of participants/actors, e.g. government officials, media, civil society groups, donors, NGOs, grassroots spokespersons, etc. and understand their interest, advantage and disadvantage. At this stage, the indicators can be further refined by the participants.
Research	<ul style="list-style-type: none"> Establish a baseline, and identify the information needs of the participants and their media habits, assessing how they may participate in monitoring of the indicators. Identify possible barriers.
Messages and channels	<ul style="list-style-type: none"> Develop group-specific messages and assess the existing channels at the national, regional, and local level. Identify channels that are relevant in relation to the groups of participants.
Activities	<ul style="list-style-type: none"> Define activities for knowledge sharing and dissemination of information. Set goals for each activity. Define timing, budget and responsibility. Pre-test productions and activities. Implement the activities.
Monitoring and feed back	<ul style="list-style-type: none"> Monitor the communication intervention regularly and adjust the activities accordingly.

8. ANNEXES

ANNEX A - MEDIA DEVELOPMENT

EXAMPLE 1:

Constructed example based on media development programmes, such as the Tambuli Community Media Project (Danida/UNESCO) and the East African Community Media Project (Sida)			
Development objective:	Sample Indicators	Sample Targets	Sample Means of verification/ monitoring questions
The empowerment of people through communication, so that they strengthen their community organisations and seek better opportunities for development	Percentage of women eligible to vote participating in location elections Socio-economic status among villagers Number of organised community development initiatives	50% by end of 2008 The income of 100 sample households increased by 10% by end of 2010 3 per year	Election records Qualitative analysis (focus group discussions, semi-structured interviews)
Immediate Objectives	Sample Indicators	Sample Targets	Sample means of verification
Access to useful information and a platform for dialogue.	Percentage of community members with access to needed information Percentage of community members (disaggregated by gender) who have participated actively in public debates	60% by 2008 20% by 2007 – 40% by 2010	Qualitative analysis List of participants and speakers in public debates
Output	Indicators	Targets	Means of verification
A community radio established	Transmission of radio programmes	8 hours a day	Progress reports
A Community Radio Council, comprising members of key sectors in the community, has been formed	Sectors represented among the members of the CRC	10 members with a balanced gender composition – minimum one from each of the key sectors	Progress reports. Community Radio Statutes
Capacity built among community members to manage, operate, and produce radio programmes	Number of volunteers who have been trained in participatory programme production and in how to manage and operate a radio	15 volunteers trained for a period of 3 x 21 days	Training programme and records
Innovative programme formats, promoting participation and dialogue, have been developed	Number of participatory radio programmes Number of respondents (phones, letters, etc.) Number of debate programmes	2 programmes a day 6 per day 3 programmes a week	Programme schedule List of respondents Programme schedule

ANNEX A - MEDIA DEVELOPMENT

Note that, in the following examples, there are no specific targets for the indicators. This appears to stem from a difficulty to assess what the programmes could realistically be expected to achieve.

EXAMPLE 2:

Good Governance - Parliament and Public Information Radio System; Zambia		
Development objective	Sample indicators	Sample means of verification
To promote a democratic governance system in Zambia by strengthening the links between the National Assembly and the general public.	Percentage of voters in the area covered by the National Assembly radio compared to similar non-covered areas	Election statistics
Sample immediate objective		
Increased access to information on parliamentary work and debates through increased coverage of live radio transmissions from the National Assembly.	Number of audiences before and after the intervention	Survey and audience research
Output		
Equipment purchased, installed, and operating Range of live radio transmission of National Assembly increased	Number of link-points equipped and operational Increase of the coverage in percent	

After: MFA: Parliament and Public Information Radio System, File No: 104.Zam.18/122, Sept 2003

The indicators in this example are easily quantified, and targets would therefore have been easy to link to the indicators. When the objectives of communication activities are less tangible and call for **qualitative** assessments, the identification of indicators becomes more complex. Below are illustrations from the communication component “Support to Independent Media” of the Human Rights and Good Governance Programme in Nepal⁹.

⁹ It is assumed that the media can play a positive conflict-resolving role in the battle for democracy. MFA/Danida: Human Rights and Good Governance Programme, Nepal, June 2003

EXAMPLE 3:

Good Governance – Independent Media Component, Nepal		
Development Objective	Indicators	Means of Verification
A free, independent, pluralistic, sustainable, accountable and competent media environment in Nepal enabling the public's access to fair and relevant information by all sectors of society.	Level of freedom of expression, professional journalism, plurality of news sources, business management, and supporting institutions. ¹⁰	Annual International Media Sustainability (IMS) Reports, published by IREX.
Immediate Objective		
Training of media practitioners in mastering the core skills of journalism.	Existence of a core group of competent media practitioners	Progress reports Course evaluations Editor's evaluation
Improved access for underprivileged groups in the districts to relevant media throughout Nepal	Number of people from vulnerable groups who receive scholarships and are working as journalists 6 to 12 months after Number of community media outlets supported in the districts Number of media practitioners, including women ¹¹ and Dalits, trained in new improved curricula	Work related analyses Case studies and surveys Course programmes Lists of participants by sex and ethnicity
Output		
Training of media practitioners qualitatively improved	Quality of evaluation reports of supported training Quality of training curricula	Assessment of evaluation reports Assessment of curricula
Media practitioners sensitised in reporting on conflict and post-conflict situations and other human rights and good governance areas	Number of journalists sensitised through training and fellowship schemes on Dalit, gender and ethnic minority issues Number of programmes and articles targeting gender, Dalit and ethnic minority issues	Course programmes Survey on trainee's self perception and awareness Survey

After: MFA/Danida 2003:27-33

¹⁰ In accordance with Media Sustainability index (MSI). <http://www.irex.org/msi/index.asp>. The stated indicators are rated from 0-4, with 0 being the lowest. Media with scores of 3 and above are taken to be sustainable, free and independent.

¹¹ Note that the objectives for action on Women and Media in the Beijing declaration are: (1) Increase the participation and access of women to expression and decision-making in and through the media and new technologies of communication; (2) Promote a balanced and non-stereotyped portrayal of women in the media.

Note that the fourth indicator under the immediate objectives has been added later, since the programme has found it to be too costly and complex to monitor media outlets regularly, as the three other indicators imply. Mainstreaming of Dalit, gender and ethnic minority issues into the media curricula, programmes and articles, and increasing awareness among media practitioners of the social barriers in the society, are seen as major outcomes of the component. Accordingly, increased awareness should be reflected in news articles and programmes. Monitoring these outcomes is anticipated to require external expertise, and is not further described here. The proposed **output monitoring** is less complex.

ANNEX A - DEVELOPMENT COMMUNICATION

EXAMPLE 4:

As an example, the **communication strategy objectives** (which are a selection of the immediate objectives of the programme), a selection of its outputs and activities, together with some associated indicators, are presented in the matrix below, and **means of verification** are suggested.

The **programme objectives** are to: *establish and strengthen the management of protected areas, water and sewage systems, property registry, local government structures and capabilities; and promote incentives to involve the private sector in the sustainable management of tourism in the Bay Island.*

Communication Strategy for Environmental Management Programme		
Sample Immediate Objectives	Sample Indicators	Sample Means of verification
Create links between project and participating communities	Percentage of community members aware of project purposes	Quantitative and qualitative analyses (survey, focus group discussions, semi-structured interviews)
Create awareness of the risks associated with environmental mismanagement	Percentage of community members able to identify 3 cases of environmental mismanagement	Quantitative and qualitative analyses (survey, focus group discussions, semi-structured interviews)
Create awareness of the impact on tourism and the benefits of environmental management in terms of quality of life in participating communities	Percentage of community members able to identify 3 ways in which tourism is affected by environmental mismanagement. Percentage of community members able to indicate measures to improve life through effective management of the environment.	Quantitative and qualitative analyses (survey, focus group discussions, semi-structured interviews)
Sample Output		
Project and participating communities brought together	List of local expectations and demands	
X community members informed of the various risks of environmental mismanagement	Number of home visits undertaken by extension workers Number of audiences	Progress reports Progress reports
X community members informed of benefits of environmental management and how to improve quality of life	Percentage of the community members aware of the effect of environmental management	Qualitative and quantitative surveys
Activities	Sample indicators	Sample means of verification
Implementation of x number of community meetings	Number of participants (men/women) attending community meetings	Progress reports List of participants
Training of teachers to train community members	Number of teachers attending workshops and providing environment training to community.	Training reports
Implementation of popular theatre performances	Number of community members exposed to popular theatre performances on relevant environmental issues	Listed number of audiences
Production of 5-minute video on water, waste, and risks	Number of mass media channels having shown the video and number of times shown Exposure to the video: number of participants, of workshops and of schools	Agreements with media institutions Progress reports Workshop reports

After: *Managing Development Communication in Bank Projects, IADB 1999:48-50*

ANNEX B – MOST SIGNIFICAN CHANGE (MSC) TECHNIQUE

The Most Significant Change (MSC) Technique was developed by Rick Davies in Bangladesh in 1994. MSC is a systematic methodology in which all stakeholders in a program or initiative are involved in deciding the sorts of change to be recorded. MSC is systematic in that the same questions are asked of everyone and resulting stories are rigorously and regularly collected. These stories are then subject to analysis, discussion and filtering, verification and documentation.

There are at least four differences between MSC monitoring and conventional monitoring practice:

- MSC focuses on the unexpected – it draws meaning from actual events, rather than being based on indicators.
- Information about unexpected events is documented using text rather than numbers. The stories capture changes in the lives of “beneficiaries”, their colleagues and in the character of their participation. The method also helps to identify why change happens.
- Analysis of that information is through the use of explicit value judgements made by stakeholders in a participatory process of review and debate.
- Aggregation of information and analysis takes place through a structured social process.

MSC involves at least three key stages:

1. Establishing areas of interest through a participatory process. Communication wise, these might include “changes in community communication capacity”.
2. Setting up a process to collect and review stories of change. Stories can be generated through a simple question, for example: “During the last month, what do you think was the most significant change that took place in the lives of people participating in the project?” In review meetings key stakeholders select the stories they think represent the most significant accounts of change, clarifying the criteria they use to select stories. The monitoring system involves extensive dialogue throughout the community’s networks.
3. Secondary analysis of stories and monitoring the process. This can enhance understanding of impact, shared vision and skill in conceptualizing and capturing impact and in using emergent suggestions (findings).

(Measuring Change, Communication for Social Change Consortium, 2005)

For more details on this method see: MSC – a guide to its use: Rick Davies and Jess Dart, 2005. www.mande.co.uk/docs/MSCguide.pdf.

ANNEX C: LITERATURE AND LINKS

<p>This annotated bibliography includes references to literature and websites on communication for development. In the selection of references, we have sought to concentrate on relatively recent publications that will be useful in the day-to-day work of development practitioners. Many of the print publications are available on the internet as PDF files and, whenever available, we reproduce the relevant web addresses. The list includes three sections: (1) strategic communication, (2) Monitoring and indicators, and (3) websites.</p>	
STRATEGIC COMMUNICATION FOR DEVELOPMENT	
<p>Media & Global Change. Rethinking Communication for Development. Oscar Hemmer & Thomas Tufte, Nordicom, 2005</p>	<p>This book is an anthology of articles exploring the potential and the limits of communication – of using communication both as a tool and as a way of articulating processes of development and social change.</p>
<p>Strategic Communication in PRSP Mozammel, Masud & Zatiokal Barbara, World Bank, 2002. http://siteresources.worldbank.org/EXTDEVCOMMENG/Resources/prspstrategiccommchapter.pdf</p>	<p>A useful and practical guide on how to apply strategic communication in the PRSP process with examples from Niger, Vietnam, and Uganda. The participatory approach of this model can also be used in sector programmes and other social change processes.</p>
<p>Strategic Communication for Development Projects – A toolkit for task team leaders. Cabañero-Verzosa, Cecilia. World Bank, 2003 http://siteresources.worldbank.org/EXTDEVCOMMENG/Resources/toolkitwebjan2004.pdf</p>	<p>Reviews the basic principles of communication for behaviour change (message-based and campaign-type communication), presenting a step-by-step guide to planning and implementing communication activities. The toolkit contains a set of practical modules, including a Guide to Communication Indicators</p>
<p>Communication for Empowerment: developing media strategies in support of vulnerable groups. Practical Guidance Note. UNDP, 2006. www.undp.org/oslocentre/docso6/communicationforempowermentsfinal.pdf</p>	<p>This practical guidance note aims to demonstrate that media can play a crucial role in empowering vulnerable and marginalized groups. The note underscores the particular importance of radio in communication for empowerment strategies because of its reach.</p>
<p>Methodological Guide for Designing and Implementing a Multimedia Communication Strategy. FAO, 2002 http://www.fao.org/sd/2003/KNo403_en.htm</p>	<p>This guide takes the reader step by step through the planning and implementation of a communication strategy. A practical tool.</p>
<p>Communications and Development Burke, Adam: DFID, Social development division. 1999 http://www.dfid.gov.uk/Pubs/files/c-d.pdf</p>	<p>A practical guide to communications in development programmes. It stresses the information needs and rights of the poor and marginalised. In doing so, it favours an emphasis on rights and on strengthening civil society, encouraging new programme ideas as well as helping to improve existing initiatives.</p>
<p>Participatory Communication Strategy Design – A Handbook. Paolo Mefalopulos and Chris Kamlongera, The SADC Centre of Communication for Development. FAO, 2004: http://www.fao.org/docrep/008/y5794e/y5794e00.htm</p>	<p>Development workers and communication specialists can use the handbook in two ways. Firstly, as a reference guide as they develop their communication strategy in the field, and secondly, as a training guide as they prepare others to develop communication strategies.</p>

ANNEX C: LITERATURE AND LINKS

<p>Involving the Community – A guide to Participatory Development Communication Besette, Guy. International Development Research Centre, 2004 http://web.idrc.ca/openebooks/066-7/</p>	<p>Environmental and natural resource management is used as the context in which to illustrate participatory development communication. 10 steps in the planning of a participatory development communication strategy are described. Particular attention should be paid to Step 9: Monitoring and evaluation the communication strategy and documenting the development or research process.</p>
<p>Managing Development Communication in Bank Projects – A Handbook for Project Officers. Inter-American Development Bank, Office of External Relations. 2004. Design and case stories developed by Dr. Silvio Waisbord and Dr. William Smith. http://enet.iadb.org/idbdocswebservices/idbdocsInternet/IADBPUBLICDOC.aspx?docnum=491159</p>	<p>Handbook seeking to: (1) introduce project officers to strategic communication, (2) help project officers to effectively incorporate communication in programmes and projects, (3) provide the basic tools that any project officer needs to determine what kind of communication support is required by a specific project. Describes five communication approaches: advocacy, community participation, institutional communication, media persuasion, and social marketing. It focuses on the fundamental steps to plan communication programmes, and includes a section on how to monitor and evaluate communication interventions.</p>
<p>Family Tree of Theories, Methodologies and Strategies in Development Communication: convergences and differences Silvio Waisbord: The Rockefeller Foundation, 2001. http://www.communicationforsocialchange.org/publications-resources.php?id=105</p>	<p>Presents a chronological evolution and comparison of approaches and findings. The goal of this report is to clarify the understandings and uses of the most influential theories, strategies and techniques, explaining the nature and causes of given problems and providing guidelines for practical interventions.</p> <p>Highly recommended as a general overview of the various approaches to communication for development.</p>
<p>Communication for Social Change: A Position Paper and Conference Report. The Rockefeller Foundation, 1999 http://www.communicationforsocialchange.org/publications-resources.php?id=108</p>	<p>This paper argues that communication for social change is a distinct way of communicating, and one of the few types of development aid that can be sustained, because ownership of both the message and the medium, the content and the process, resides with the individuals or communities affected.</p>
<p>Research and Learning Group (R&L) – Connecting with audiences throughout the developing world. BBC World Service Trust. www.bbc.co.uk/worldservice/trust.</p>	<p>The R&L is an international group of research professionals within the BBC World Service Trust with expertise in media, communications and audience insight. The group has specialised in audience research methods, and provides services within this field.</p>

ANNEX C: LITERATURE AND LINKS

MONITORING AND INDICATORS	
<p>Monitoring and Evaluating Information and Communication for Development (ICD) Programmes. Guidelines, March 2005 DFID, 2005. Draft. Will be published on: http://www.dfid.gov.uk/aboutdfid/organisation/icd.asp</p>	<p>The guidelines are for development practitioners that need advice on monitoring and evaluating ICD. It introduces a range of approaches to choose from at various stages in programmes. When possible, it refers to further sources of information. The guidelines can be used as reference tools or help development practitioners work with consultants.</p>
<p>Who Measures Change? An Introduction to Participatory Monitoring and Evaluation of Communication for Social Change Will Parks with Denise Gray-Felder, Jim Hunt and Ailish Burne. Communication for Social Change Consortium, 2005 http://www.communicationforsocialchange.org/pdf/who_measures_change.pdf A shorter version of this publication “Measuring Change” is found at: http://www.communicationforsocialchange.org/pdf/measuring_change.pdf</p>	<p>This guide is for all those involved in the process of communication for social change as facilitators and members of the dialogue community. It outlines how to establish a Participatory Monitoring and Evaluation (PM&E) process in which dialogue is central. It encompasses the identification and use of context-specific indicators and tools to assess the impact of Communication for Social Change.</p>
<p>Participatory Rural Communication Appraisal – A Handbook. Chike Anyaegbunam, Paolo Mefalopulos, Titus Moetsabi, FAO 2004. http://www.fao.org/docrep/008/y5793e/y5793e00.htm.</p>	<p>This handbook describes the procedure for planning and conducting Participatory Rural Communication Appraisal (PRCA) as the first step in the design of cost-effective and appropriate communication programmes, strategies and materials for development projects.</p>
<p>Exploring the development of indicators derived from a social change and social movement process. The Rockefeller Foundation’s Communication and Social Change Network and Johns Hopkins University for the Communication Initiative Forum, 2001. http://www.comminit.com/scfulleval/sld-355.html</p>	<p>This brief paper focuses on the process of preparing indicators for social change, asking questions such as why measure and what to measure. It outlines the challenges related to the identification of indicators. It identifies six indicators and poses key measurement questions about them.</p>
<p>Governance Indicators: A Users’ Guide. UNDP and Eurostat F4, 2004 www.undp.org/governance/docs/policy-guide-IndicatorsUserGuide.pdf</p>	<p>This guide provides direction on how to use and where to find sources of governance indicators. The guide is written in two parts. The first provides generic guidance, and the second is a source guide to currently available data.</p>
<p>Assessing community change: development of a ‘barefoot’ impact assessment methodology Jallof, Birgitte: Radio Journal Vol. 3, 1. (forthcoming). Radio journal link: http://www.intellectbooks.co.uk/ppjournals.php?issn=14764504</p>	<p>Describes an impact assessment methodology that has been designed, tested, revised, and implemented with eight community-owned radio stations in Mozambique between 2000 and 2005.</p>

ANNEX D: GLOSSARY OF COMMUNICATION TERMS

Advocacy	Communication strategy to influence the policies, positions, and programmes of institutions.
Behaviour change communication	Communication programmes that aim to change practices through a variety of strategies.
Campaign	A strategically planned series of related and carefully targeted activities delivered through multiple channels to a large audience and designed to create awareness or behavioural changes in a predefined period of time.
Channels	Technologies and social practices through which people exchange information and ideas.
Communication	Exchange of information, ideas, opinions, feelings, and responses. It promotes dialogue, feedback and increases understanding among various actors.
Communication capacity	Quantity and quality of human resources and their competencies to carry out various tasks required by communication programmes.
Communication for social change	A process of public and private dialogue through which people themselves define who they are, what they need and how to get what they need in order to improve their own lives. It utilizes dialogue that leads to collective problem identification, decision-making and community-based implementation of solutions to development issues.
Community	A group of people with some degree of common interest who identify with one another and who may or may not live in the same geographic area.
Community participation	A process to engage people in action to achieve common goals through discussion, organization, and interventions.
Community radio	Radio for the people by the people.
Development	A prolonged process of qualitative and quantitative changes in society in political, economic, social and cultural terms, which improves the living conditions of individuals or groups.
Education	The process of facilitating learning in order to enable audiences to make rational and informed decisions, and to influence their behaviour in the long term.
Folk/popular media	Non-mediated forms and channels of communication, such as street performances, songs, theatre, puppet shows and fairs.
Information	The generation and dissemination of technical information, facts, and issues to raise awareness.

ANNEX D: GLOSSARY OF COMMUNICATION TERMS

Institutional communication	Strategies to raise awareness and inform about certain goals.
Interpersonal communication	Communication conducted among two or in small groups, such as counseling, training group discussion, and peer education.
Mass media	Technology-based transmission of information to large audiences, such as radio, television, newspapers, magazines, video, film, documentary, billboards, and internet.
Media persuasion	The use of different media to disseminate information to influence the population about ideas and practices.
Messages	Short phrases, sentences or statements that convey information.
Primary stakeholders	Those who are expected to change.
Secondary stakeholders	Those who can facilitate the change.
Social marketing	The design, implementation and control of programmes aimed at increasing the acceptability of a social idea, practice, or product in one or more groups of target adopters. The process actively involves the target population who voluntarily exchange their time and attention for help in meeting their health needs, as they perceive them. Social marketing borrows heavily from commercial marketing, especially in the use of the “four Ps” of product, place, promotion, and price.
Social mobilization	A broad movement engaging large numbers of people in action to achieve a specific development goal through self-reliant efforts. Such a course is most effective when composed of a mix of advocacy, community participation, partnerships and capacity building activities, which combine to create an enabling environment for sustained action and behaviour change.
Sustainable human development	Satisfaction of contemporary needs without compromising the satisfaction of the needs of future generations.

ANNEX E: ENDNOTES

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- viii Ibid
- ix Who Measures Change? – an introduction to participatory monitoring and evaluation of communication for social change. CFSC, 2006.
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