



AIDSCAP

How to Create an Effective Communication Project

Using the AIDSCAP
Strategy to Develop
Successful Behavior
Change Interventions

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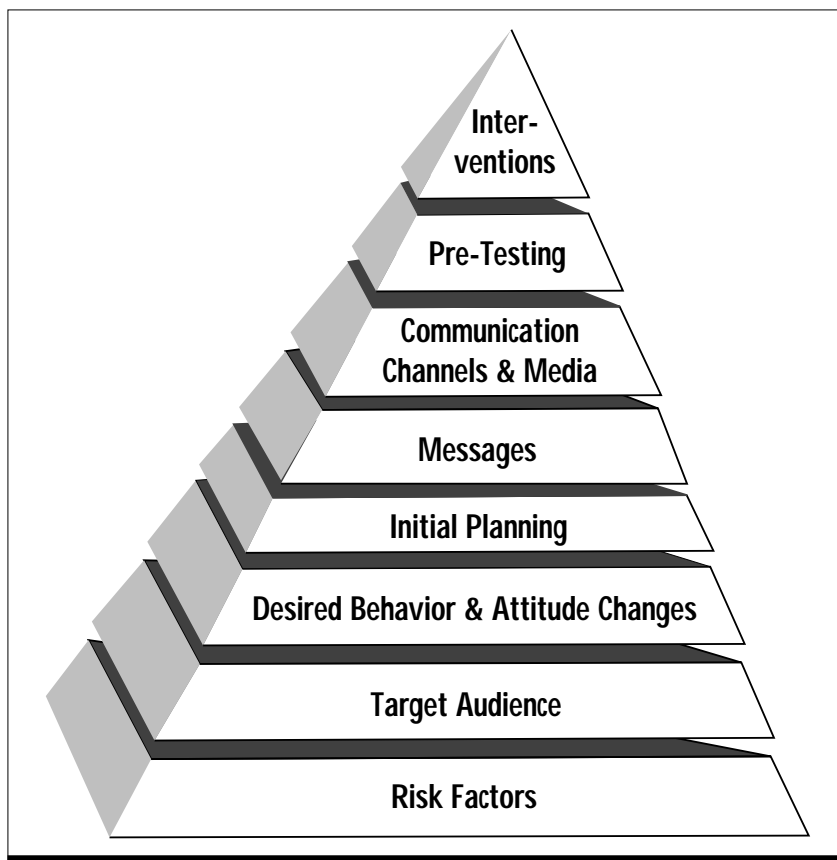


This handbook was developed by the AIDSCAP
Behavior Change Communication Unit.

Hally Mahler, *Associate Communications Officer*
Donna Flanagan, *Associate Director*

Introduction

Careful planning of communication projects is necessary for the success of HIV/AIDS prevention programs. This handbook will guide you through the development of behavior change communication (BCC) projects using a strategy developed by the AIDS Control and Prevention (AIDSCAP) Project of Family Health International. The strategy is illustrated by the Communication Pyramid.



The Communication Pyramid has eight levels:

| | |
|---|---|
| Risk Factors: (Section I) | What are the factors that put people at risk of acquiring HIV/AIDS infection? |
| Target Audience: (Sections II and III) | What are the characteristics of the people who are most at risk? |
| Desired Behavior & Attitude Changes: (Section IV) | What attitudes and behavior changes are desirable? |
| Initial Planning: (Section V) | What are the behavior change objectives and how can they be achieved? |
| Messages: (Section VI) | How can effective messages be developed? |
| Communication Channels & Media: (Section VII) | How will these messages be delivered? |
| Pretesting: (Section VIII) | How can you ensure that messages and media will have the required effect? |
| Interventions: (Section IX) | How can you develop an effective communication strategy? |

In addition, you will need to consider how to determine if your project has been successful.

| | |
|--|--|
| Measures of Success: (Section X) | How do you know if your project is successful? |
|--|--|

The Communication Pyramid will help you identify the information you need, the questions to ask, and the actions to take.



Appendix II is a sample planning chart. Fill in each column as you complete the corresponding section in this handbook. The chart is your map to your final goal of an effective, successful behavior change communication project.

There are several other BCC handbooks that can guide you as you develop a communication project. Many explore areas discussed in this handbook in more detail:

Behavior Change Through Mass Communication

How to Conduct Effective Pretests

How to Create an Effective Peer Education Project

Assessment and Monitoring of BCC Interventions

HIV/AIDS Care and Support Projects

Partnership with the Media

BCC for STD Prevention

Policy and Advocacy Work in HIV/AIDS Prevention

Risk Factors

A clear understanding of the risks that expose individuals to HIV is essential for communication planning. One reason for developing a BCC intervention is to make individuals aware that certain attitudes and behaviors can place them at risk of getting infected with the HIV virus. These attitudes and behaviors are “risk factors”.

- A. You can conduct a knowledge, attitude, practice and belief (KAPB) study to gain insights into the range of risks taken by the individuals you want to reach.* But KAPB studies take a long time to complete. Information on risk behavior may already exist somewhere in your country.**

Think about the following sources of information. Mark the ones that may have useful information about HIV/AIDS risks. Call, visit, or write the most promising ones.

- Ministry of Health
 - The Permanent Secretary's Office
 - Director of Primary Health Care
 - Chief/Head, Family Planning Unit
 - Others _____
- Ministry of Education
- Manager, National AIDS Control Program (NACP)
- Non-governmental organizations (NGOs) working in HIV/AIDS
- Community-based organizations (CBOs)
- United Nations (UN) Agencies
 - Project reports
 - Consultants' reports
 - Universities with demography, sociology or other social science departments (cont'd)

** See your local university to learn more about conducting a KAPB study.*

Risk Factors

- Research institutes
- Lessons Learned and Best Practices reports
- Journals
- Other available resources
 - _____
 - _____

B. Various factors may influence behavior that leads to HIV infection. We can group these factors as:

- ▶ *Individual risk factors*
- ▶ *Biological risk factors*
- ▶ *Societal risk factors*

1. **Individual risk factors are the risk situations that result from an individual's attitudes, behaviors, and actions.**

Mark all the risks you think people in your community take:

- Engaging in unprotected sex
 - Vaginal
 - Anal
- Preference for seeking STD treatment from traditional healers
- Having multiple partners
- Having faithful relationships but changing partners often
- Drug or alcohol use
- Poor STD symptom recognition
- Poor STD treatment-seeking behavior
- Unprotected sex during monthly menstrual period
- Preference for dry sex
- Other _____

2. **Biological risk factors** are risks that exist because of the biology of the human body.

Mark all the risks associated with the biology of the human body that affect people in your community:

- High STD infection rates
- Women (more vulnerable to HIV infection from sex with an infected partner than men.)
- Age (Children under 18, especially girls)
- Lack of circumcision in men
- Circumcision of females
- Other _____

3. **Societal risk factors** are social conditions that increase the risk of exposure to HIV.

Mark all the *societal risk factors* that exist in your community:

- Migration (short or long term)
- Refugees/Displacement
- Traveling or working away from home
- Sexual expectations (e.g. sex to prove manhood or fertility)
- Poverty
- Illiteracy (e.g. no access to health care information)
- Lack of employment opportunities
- Gender discrimination
- Sexual abuse
- Other _____

4. Structural or environmental factors prevent people from having access to services and products needed to help decrease exposure to HIV.

Mark all the structural and environmental factors that exist in your community:

- Low availability of condoms
- Lack of STD services
- Lack of STD drugs
- National or local laws that discriminate against women or people living with HIV
- High unemployment/economic inequities among different groups
- Sexual abuse

Think about the risk factors you've identified. Do they suggest that certain people or groups in your community have behavioral, biological, societal and/or environmental risk factors that need to be addressed? If so, who are they? These people will be the target audience(s) for your project. The next section will help you further define them.

Target Audience

Target audiences are the people your communication project is aimed at. People are reached more effectively when information is adapted to their particular needs.

A. You will select your target audience based on a variety of conditions including:

- ▶ Your prior experience working with them
- ▶ The individual, biological, societal and environmental risk factors identified in the previous section
- ▶ Their immediate risk of HIV infection
- ▶ Budgetary concerns
- ▶ Humanitarian concerns

Use the information collected in Section II to help you select groups that need urgent attention:

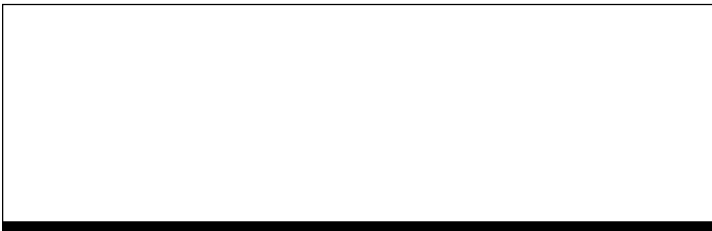
a. Which group(s) need accurate information most urgently?

Target Audience 

b. Which group(s) have the greatest risk of HIV infection?



c. Which group(s) are most important for your organization's objectives?



d. Which group(s) do you have the expertise and resources to work with?



B. Use this information to select your target audience(s). There are two types of target audiences, *primary* and *secondary*.

- 1. *Primary target audiences* for HIV/AIDS prevention are people who practice high-risk behavior.**

Mark the *primary target audiences* you will target in your project:

- People with multiple partners
- Commercial sex workers (CSWs)
- Clients of commercial sex workers
- Men in the commercial sex industry
- STD patients
- Men and women away from home
- Military
- Community leaders
- People living with AIDS
- People in the workplace
- Men who have sex with men
- People whose partners have multiple partners
- Adolescents
- Students
- Out-of-school youth
- Individuals in high HIV prevalence communities
- Population/general public
- Children of infected mothers
- Individuals whose partners are IV drug users
- Regular partners and spouses of high-risk individuals
- Other _____

2. **Secondary target audiences** are people who influence or are influenced by primary audiences. Some **secondary target audiences** are known as gatekeepers. Gatekeepers are usually influential leaders in a community. Peer educators and outreach workers are another type of influential leaders. They are a special case since they are selected from the primary target audience.

Mark the gatekeepers and other leaders you will target in your project:

- Peer educators
- Community health workers
- Outreach workers
- Top-level decision makers
- Pharmacists
- Professional health care workers
- Traditional healers
- Community leaders
- Politicians
- Parents/family/children
- Religious leaders
- Business leaders
- Media executives/officers
- Educators
- Other _____

Learning More about the Target Audience

At this point your target audience(s) is still not well defined. You will need to know information about their situation and needs in more detail in order to determine exactly who to target and how to reach them. For example, you may have decided to target youth aged 15-21 in a major city. However, not all youth are at equal risk of HIV infection and you may not have the funding to target all of them.

By segmenting the youth in your city you can determine which youth to target (e.g. out-of-school youth who belong to sports clubs in a neighborhood populated by an ethnic minority). By conducting formative research you can determine the exact needs of your segmented target audience(s) and formulate a plan to help you reach them.

A. Segmenting a Target Audience

Information that can help segment a target audience can be found or learned by:

- ▶ Reading previous studies (e.g. ethnographic studies or surveys)
- ▶ Conducting in-depth interviews with knowledgeable individuals who work with or leaders of your target audience (e.g. community leaders, health workers, educators)
- ▶ Other _____

Use the information you've collected so far to think about the economic, geographic and socio-political, and epidemiological situations that can help you segment a target audience. For example, if you want to design a project for men with multiple partners, you need to know:

- ▶ How they get their condoms
- ▶ With whom and where they have sex
- ▶ Whether or not they face forms of discrimination that might influence the way you reach them
- ▶ The incidence and prevalence of STDs

1. Some economic situations by which a target audience can be segmented include:

- ▶ People who depend on free health services
- ▶ Low-income sex workers
- ▶ Street children or street families
- ▶ Women who depend on the income of several "boyfriends" to make ends meet

In the box below, list the economic situations faced by your target audience(s).

2. Some geographic situations by which a target audience can be segmented include:

- ▶ Sex workers in a region or city
- ▶ Students at a specific university
- ▶ Attenders of a specific STD clinic
- ▶ Truck drivers who stop at specific rest areas

In the box below, list the geographic situations faced by your target audience(s).

3. Some socio-political situations by which a target audience can be segmented include:

- ▶ Members of an ethnic minority
- ▶ Groups practicing an illegal behavior
- ▶ People who lack rights under the law
- ▶ People who face discrimination and prejudice

In the box below, list the socio-political situations faced by your target group(s)

4. Some epidemiological situations by which a target audience can be segmented include:

- ▶ Incidence and prevalence of STDs
- ▶ Incidence and prevalence of HIV infection

In the box below, list the epidemiological situations faced by your target audience(s)

NOTE: It may be difficult to get some information from studies and individual interviews. If you feel you need additional information to help you segment your target audience(s) conduct focus group discussions. Questions that will help you segment your target audience(s) can also be added to the focus group discussions held as part of your formative research.

You may want to design your project to complement or reinforce the activities of NGOs or CBOs already working with your target audience. (Or you may decide to target groups that are not being reached.) It is important to speak with these organizations to learn what their experience with the target audience(s) has taught them.

Information about NGOs, CBOs and other groups working with a target audience can be obtained from:

- ▶ The Ministry of Health
- ▶ The National AIDS Control Program
- ▶ International Donors
- ▶ Others _____

In the box below, list all the NGOs, CBOs and others with experience working with your target audience(s).

B. Formative Research

After you have segmented your target audience it is important to speak with them directly about their attitudes, behaviors, access to services and products, and HIV/AIDS/STD concerns. This can be accomplished by conducting focus group discussions and/or key informant interviews.

For example, if you are targeting women with multiple partners, their occupations, ability to afford condoms, perceived access to health care, education level, communication skills and family relationships all may affect how you will be able to reach them. Small changes in any of these (e.g., occupation—whether or not they consider themselves to be sex workers) can lead to important changes in your approach.

1. Information that can help you learn about their *demographic environment* can include:

- ▶ Age
- ▶ Occupation
- ▶ Income
- ▶ Location (urban, rural, district, region)
- ▶ Other _____
- ▶ Sex
- ▶ Education
- ▶ Family structure

2. Information that can help you learn more about their *economic environment* includes:

- ▶ How they spend their money
- ▶ How their spending influences others in society
- ▶ The cost of their health care
- ▶ Their ability to afford condoms
- ▶ Their ability to earn and inherit money (particularly for women)
- ▶ Other _____

3. Information that can help you learn more about their *political environment*, including national and local laws and policies and other activities, includes:

- ▶ Access to condom advertising
- ▶ Access to health care
- ▶ Access to sex education
- ▶ The drug trade
- ▶ Other _____
- ▶ Public health campaigns
- ▶ The sex trade
- ▶ Operation of STD clinics
- ▶ The legal status of women

4. Information that can help you learn more about their *cultural environment*, and factors that shape the basic values, perceptions, preferences, and behaviors of the target audience, includes:

- ▶ Gender roles
- ▶ Race
- ▶ Language
- ▶ Literature
- ▶ The media
- ▶ Other _____
- ▶ Religion
- ▶ Educational institutions
- ▶ Popular music
- ▶ Theater

5. Information that can help you learn more about their attitudes and behaviors include:

- ▶ Beliefs about how HIV and STDs are spread
- ▶ How (or if) they assess their risk of HIV infection
- ▶ How couples communicate about HIV/AIDS/STD issues
- ▶ What they think of people who are HIV positive

6. Information that can help you determine their access to and feelings about services and products include:

- ▶ Feelings about purchasing condoms
- ▶ Knowledge about free condoms
- ▶ Information about counseling services
- ▶ Information about inexpensive STD clinics and drugs for treatment

C. FGDs will help you answer the questions in the previous section and plan your project.

The following are examples of the types of questions you may want to ask during FGDs.

1. Do members of the target audience understand and practice HIV preventive behaviors? Explain:

2. What words do they use to describe risky behavior?

3. What are their beliefs about gender and sexuality that may make them vulnerable to HIV infection?

4. What types of information might motivate them to change their risk behavior?

5. What do they understand as the advantages of practicing safer sex?

6. What are their attitudes toward people with HIV/AIDS?

7. Do they believe that there are stigmas associated with HIV/AIDS?

8. In what ways do they discriminate against people with HIV/AIDS infection?

9. Where and when do they like to get information, especially about sexual and family topics?

10. What is their favorite meeting place and time?

11. Do they think they may ever be infected with an STD or HIV/AIDS? Explain:

12. Who are their favorite sources of information about sex and family topics?

13. What do their friends believe are acceptable sexual behaviors for STD and HIV prevention?

14. When and where is it convenient to talk about HIV prevention?

15. When and where is it convenient to distribute condoms?

16. When and where is it convenient to make STD treatment services available?

17. When and where is it convenient to make counseling services available?

18. What other services or supplies do members of your target audience need to reduce their risk (e.g. soap, rubber gloves, sterile needles, alternative employment)?

YOU WILL COME BACK TO THIS INFORMATION LATER TO HELP YOU CREATE MEANINGFUL MESSAGES AND INTERVENTIONS FOR YOUR TARGET AUDIENCE!



Now use this information to fill in the Target Audience (column 1) and Risk Behaviors and Attitudes (column 2) sections on your planning chart in Appendix II.

Desired Behavior and Attitude Changes

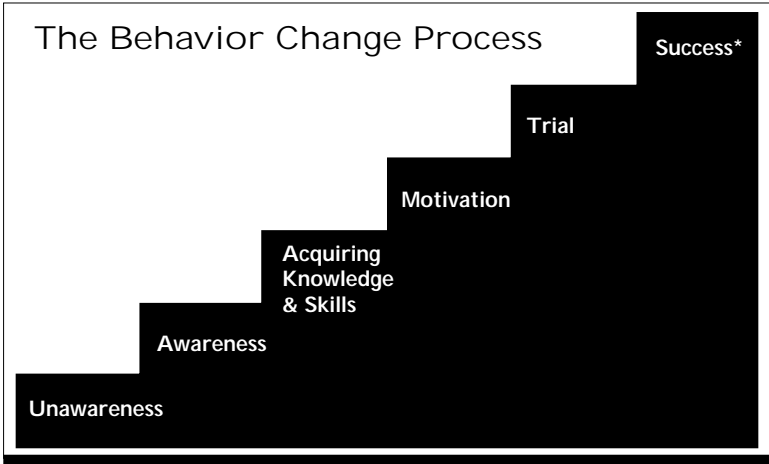
It is now time to decide which behaviors and attitudes should be changed to help your target audience lower their risk of HIV infection.

It is not realistic to assume that the entire target audience will be able to make the change from “unsafe” attitudes and behaviors to “safer” attitudes and behaviors during a brief HIV/AIDS prevention project.

Several things help people make changes they can sustain over a period of time. Recognize and plan for improvement of these three things. They are:

- ▶ Personal commitment to make the desired changes. (e.g., “I think this change is a good idea and I want to try it.”)
- ▶ Acquiring the skills to implement the changes. (e.g., “I have the ability to negotiate condom use with partners.”)
- ▶ Creation of a supportive environment in which to practice and make the new changes. (e.g., “I have friends who use condoms and think using condoms is a smart idea”; condoms are available; STD services are available; and social norms encourage faithfulness.)

- B. Changing behaviors and attitudes is a process that takes time. As the majority of your target audience moves from one step to the next, they will need different messages and support.**



* The process of changing behaviors and attitudes is not a direct journey. Most people move back and forth between steps before achieving success.

- C. In the box below, write a list of the risk behaviors, attitudes and practices identified in Sections II and III. Mark the ones that are most important.**

**Success is defined as a behavior or attitude change that is sustained over a period of time.*

D. Now mark the changes that would address the behaviors identified in the previous section.

- No sexual activity
- Delay of sexual activity
- Mutual faithfulness
- Partner reduction
- Condom use with all partners
- Condom use with casual partners
- Condom negotiation skills
- Sexual communication skills
- STD symptom recognition skills
- Early and professional STD treatment
- No anal intercourse
- Protected sex during monthly menstrual period
- Increased knowledge of modes of transmission
- Risk Assessment skills
- Ability to talk to sexual partner about STDs/HIV/AIDS
- Ability to talk to children about sexual issues
- Ability to obtain condoms
- Others _____

E. Mark the changes that would address the attitudes identified in the previous section:

- Increase comfort with going to STD clinics
- Increase comfort with purchasing condoms
- Recognize it is possible to get HIV/AIDS
- Increase understanding and compassion for people with HIV/AIDS
- Recognize the economic and community impact of HIV/AIDS

Desired Behavior and Attitude Changes

- Think of condom use as acceptable or “cool” behavior
- Create a supportive environment for people affected by HIV/AIDS
- Recognize the need to fund, implement, and support HIV/AIDS prevention programs
- Others _____

F. Mark the changes that would address the environmental and structural constraints identified in the previous section.

- Improve access to condoms
- Cheaper condoms
- Condom advertising
- Condom only brothels/bars
- Client-friendly STD services
- More publicity for available STD services
- Counseling services
- Cheaper STD drugs
- Others _____

G. Think about how you would move a member of your target audience through the behavior change process.

| | |
|---|--|
| For example: In a project targeting men with multiple partners you might want to help them recognize and treat STDs. | |
| Unawareness – Awareness | Tell them that STDs exist and can be dangerous to their health and the health of their partners. Tell them that they need to know how to tell whether they have an STD and how to prevent them. |
| Awareness – Acquiring Skills and Knowledge | Give them information to help them know whether they have an STD. Tell them where to go if they think they have an STD. Tell them what the effects will be on their health and the health of their partners if they don't get an STD treated. |
| Acquiring Skills and Knowledge – Motivation | Encourage them to visit a clinic if they think they have an STD. Tell them where the clinic is. Tell them that STDs are easy to treat if they are diagnosed early. Encourage them to use condoms with all partners to help prevent STDs. |
| Motivation – Trial | Encourage them to take all the drugs they are given at the clinic and not to share them with others. Say that it is time to visit the clinic and that it will help relieve their symptoms. Tell them that it is time for them to use condoms with each partner. |
| Trial – Success | Tell them they did the right thing by coming to the clinic when they thought they had an STD. Encourage them to come again if they have more symptoms. Congratulate them on using condoms with their partners. Remind them that they need to continue using condoms. |

Now it's your turn:

| | |
|---|--|
| Behaviors and attitudes to be changed: | |
| Unawareness — Awareness | |
| Awareness — Acquiring Skills and Knowledge | |
| Acquiring Skills and Knowledge — Motivation | |
| Motivation — Trial | |
| Trial — Success | |



Use this information to fill in the Desired Behavior and Attitude Changes section (column 3) on your planning chart in Appendix II.

Initial Planning

A. Goal

A project goal is a statement of intent. Goals include general information such as the type of project and who the project will reach. Most projects have only one goal.

Some examples of project goals include:

- ▶ To reduce the transmission of HIV/AIDS/STDs among transportation workers and their partners
- ▶ To improve condom accessibility for sexually active adults in the project area.

In the space below write a goal statement for your project.

B. Objectives

Objectives are specific statements which help to achieve the project goal and establish standards by which the project will be evaluated. There are several types of objectives including:

- ▶ Behavioral objectives
- ▶ Attitude objectives
- ▶ Knowledge objectives
- ▶ Environmental objectives (usually designed to support the behavioral objectives)

All objectives need to include the following information:

| | |
|------------------|--|
| Who? | Who are the people expected to change (or what are the environmental conditions expected to change)? |
| What? | What is the action or change in behavior, attitude, knowledge or environment to be achieved? |
| How Much? | What is the extent of the condition to be achieved? |
| When? | What is the time frame for the change? |

Some examples of project objectives include:

- ▶ Transportation workers will increase condom use by 10% during the two years of the project.
- ▶ High quality condoms will be available in 80% of truck stops by the 6th month of the project.

Some additional tips for when you write project objectives

- ▶ Be as realistic as possible
- ▶ Don't write too many objectives. Fewer objectives are more realistic.
- ▶ Keep in mind, objectives must be measurable.
- ▶ Some objectives will require both baseline and post project data.
- ▶ The measures of these objectives must be incorporated into your project plan (see Section X Measures of Success).

In the space below write several project objectives. Use the information you learned during your investigation of the target audience.

C. At this point, some planners like to meet with colleagues and members of the target group to discuss the behavior change goals and objectives and ways to achieve them. The purpose of this meeting is to bring concerned people together to:

- ▶ Ensure that your information is accurate.
- ▶ Talk about ways to develop messages and materials.
- ▶ Talk about selecting appropriate channels of communication and activities for reaching target audiences members.



Now complete the Communications Objectives chart in Appendix I. Be realistic about the types of changes you will be able to see in your target audience over the short time of your project.

Messages

The target audience(s) has been selected, risk situations have been identified, and goals and objectives have been set. It is now time to develop messages that will appeal to the target audiences and help promote their movement toward the desired outcome. Use focus group discussions with members of the target audience to guide your decisions.

Note: These FGDs are different from the FGDs conducted during the formative research design. Do not combine them.

It is important to know what messages and materials your target audiences are already receiving. You may want to adapt these existing materials for use with your target audience or identify additional needs.

- A.** Make a list of the materials and messages your target audiences already receive and where these materials and messages are available:

A large, empty rectangular box with a thin black border, intended for the user to list materials and messages received by the target audience.

B. Using samples of existing materials, ask your focus group the following questions to determine whether they are suitable for your project:

1. Have you seen these messages/materials before?
2. If yes, where did you see them?
3. What do you understand the messages and materials to be saying?
4. Do the messages make sense to you?
5. Do they provide you with all the information you need to know?
6. Are they appropriate given your life situation?
7. Do you think your friends would understand the messages?
8. Do these materials and messages motivate you to change?
9. Have you seen these materials so many times that you are tired or bored by them?

C. Use the focus group responses to decide whether or not to use or modify the pre-existing messages and materials. Ask yourself:

1. How have these materials been used?

2. Were they effective? (How did the target audience react to them?)

3. Can you get permission to modify or use the materials/ messages?

D. If you decide not to use or adapt existing materials, you need to determine:

- 1. Do these messages conflict with messages you want to deliver?**

- 2. How can the existing messages be built upon (i.e., move the target audience to the next step in the behavior change process)?**

- E. It is now your turn to develop messages. Keep in mind that no material can cover all possible messages. However, certain media, such as brochures and drama, can more easily accommodate several ideas, whereas others, such as posters, cannot.**

It is important to pretest all the messages you intend to use with the target audience(s). See Section VIII for more information about pretesting.

Here are seven tips to help you develop successful messages and materials:

| TIP | EXAMPLE |
|--|---|
| Identify the benefit(s) of making the desired behavior change. | "If you use condoms at home you can protect your family from STDs." |
| Support the benefits with relevant information. | "STDs can cause infertility in women and harm unborn children." |
| Make the messages clear and simple. | "Safe Sex. It is easier than you think." |
| Highlight the main points. | "GET YOUR CONDOMS TODAY" |
| Limit the number of ideas in any one material. | "Regular use of condoms prevents the spread of STDs to you, your wife and your unborn children." |
| Create a feeling appropriate with the information you are delivering. | "Love alone will not protect you from STDs and AIDS. Love each other enough to use condom sense." |
| Find credible sources to deliver your information. | "As a professional football player I know the importance of achieving my goals. Stay alive long enough to achieve your goals. Use condoms." |

Additional hints:

When you produce materials for an audience, it is a good idea to develop a theme or “saying” that will be repeated throughout the campaign. This theme should be simple (one or two sentences) and easy to recognize and remember.

Some “sayings” that have been developed by AIDS prevention projects include:

- ▶ **“Using a condom is the way to live. Keep on keeping it on.”**
- ▶ **“Be faithful. Be safe.”**
- ▶ **“AIDS. It’s everybody’s business.”**
- ▶ **“Use a condom each time, every time.”**

You should plan to deliver more than one message over time. It is important to plan so that each new message helps push the target audience toward the next step in the behavior change process.

On the next page make a list of the messages you are proposing. Refer to the chart in Section IV to remind yourself of the behavior change steps you want your audience to take. Use these steps to help design your messages.



To help you with this task, return to the chart in Section IV. Think about where members of your target audience are now and where you would like them to be at the end of your project.

| MESSAGES | What benefits will the target audience get by following the message? | Is the message message simple? | | What do you want the audience to feel when they read the message? |
|---|--|--------------------------------|----|--|
| | | Yes | No | |
| Example: Having sex doesn't make an adolescent an adult | There is no pressure to grow up too quickly. Enjoy yourself now. | ✓ | | Adolescents should feel that there is nothing wrong with delaying sex. |
| a) | | | | |
| b) | | | | |
| c) | | | | |
| d) | | | | |
| e) | | | | |

Don't forget!

Effective messages help the target audience to:

- ▶ Make a personal commitment to make the desired changes.
- ▶ Acquire the skills to implement the changes.
- ▶ Create a supportive environment for practicing the behavior.



Use this information to fill in the Messages section (column 4) on your planning chart in Appendix II.

Communication Channels and Media

During the formative research and message design you may already have determined the type of communication channel or media that would be most effective for your target audience.

- ▶ *Communication channels* are the methods you use to reach your target audience (e.g., peer education)
 - ▶ *Communication media* are the materials you use to reach your target audience (e.g., brochures)
 - ▶ Sometimes communication channels and media overlap (e.g., radio soap opera)
- A. Brainstorm ideas about the most effective ways to deliver the messages you've created. If necessary, remind yourself of the financial, political, social, and resource constraints the project faces. Once again, ask focus group members about the best ways to reach them.**
- B. There are many creative ways to reach a target audience with messages and materials. The baseline information you collected in Sections II, III and Section VI will help you decide. Some ways that target audiences can be reached include:**

1. Interpersonal Methods

- ▶ Individual counseling
- ▶ Telephone hot lines
- ▶ Outreach
- ▶ Peer education
- ▶ Group counseling

2. Small Media

- ▶ Flip charts
- ▶ Brochures
- ▶ Slides
- ▶ Posters
- ▶ Video
- ▶ Audio tapes

3. Mass Media

- ▶ Radio
- ▶ Television
- ▶ Film/videos
- ▶ Newspaper
- ▶ Theater
- ▶ Music
- ▶ Folk media
- ▶ Magazines

4. Training (e.g.,: training STD practitioners in STD education/counseling, training peer educators in communication skills)

5. Special Events (e.g., sports games, World AIDS Day, school fairs, holidays)

6. Other? _____

The most effective way to reach your audience is to use a combination of these. They will reinforce each other.

- C. When you agree on some ideas, find an artist/graphic artist/writer/photographer/producer to work with you to turn these ideas into reality. Ask members of the target audience about color, size, language, and emotional feeling.



All materials must be pretested with the target audience.

- D. Many projects use print materials. Here are some basic guidelines for making print materials easier to read:

The text should be:

- ▶ Introduced, stating the purpose.
- ▶ Summarized at the end to review major points.
- ▶ Presented in short sentences and short paragraphs.
- ▶ Broken up with visuals placed to emphasize key points. Some text can be used as "bullets." Titles or subtitles reinforce important points.
- ▶ Written in the active, not passive voice. Very important information should be underlined, boldfaced, or put in text boxes for reinforcement.
- ▶ Clarified with the use of examples.

Try to avoid:

- ▶ Technical language.
- ▶ Abbreviations and acronyms.
- ▶ Too much information in a small space.

The graphics should be:

- ▶ Simple and uncluttered.
- ▶ Immediately identifiable.
- ▶ Relevant to the subject matter and reader.
- ▶ Used to reinforce, not compete with the text.

Try to avoid:

- ▶ Small type (less than 10 point)
- ▶ Lines of type that are too long or too short.
- ▶ Using all capital letters.
- ▶ Justified right margins.
- ▶ Photographs that won't reproduce well.
- ▶ Technical diagrams.

Research shows that effective projects reach a target audience in several ways. This means that planners use interpersonal, small media, mass media, and other activities in combination.

If you choose to use mass media, please refer to the AIDSCAP handbook *Mass Media for HIV/AIDS Prevention*.



Use this information to fill in the Communication Channels & Media section (column 4) on your planning chart in Appendix II.

Pretesting

When draft materials have been developed, pretest them with members of the target audience before printing or producing them.

Materials are pretested to:

- ▶ Assess comprehension and readability.
- ▶ Assess recall of the messages.
- ▶ Identify strong and weak points.
- ▶ Determine whether the personal benefits are strong enough to promote behavior change.
- ▶ Look for sensitive or controversial elements.

There are two ways to pretest a material.

- ▶ Individual interviews
- ▶ Focus group interviews

No matter which pretesting method you choose, you will need to provide respondents with a quiet environment in which they feel comfortable discussing the messages and materials you show them. Give the respondent a copy of your draft material and ask some of these questions:

- 1. What information is this page trying to convey?**
- 2. In your own words, what does the text mean?**
- 3. What does this picture show? Is it telling you to do anything? If yes, what?**

4. Do the words match the picture on the page? Why or why not?
5. What do you like/dislike about this page?
6. Are there any words in the text you do not understand? Which ones? (If so, explain the meaning and ask respondents to suggest other words that can be used to convey that meaning.)
7. Are there any words that you think others might have trouble reading or understanding? (Again, ask for alternatives.)
8. Are there sentences or ideas that are not clear? (If so, have respondents show you what they are. After explaining the intended message, ask the group to discuss better ways to convey the idea.)
9. Is there anything you like/dislike about these messages?
10. Is there anything you like/dislike about the pictures (use of colors, kind of people represented, etc.)?
11. Is there anything controversial or sensitive about these messages or pictures?
12. We want the materials to be as good as possible and easily understood by others. How can we improve the pictures?
13. What other suggestions do you have for improving this material (pictures, words or both)?
14. (After collecting the material say...) "Let's review. Tell me what you think were the most important messages."

When you finish pretesting the materials, you will probably need to make some changes. Answer the following questions to help you decide on any necessary changes.

- 1. Were the target audience members able to understand the messages and the language in which the messages were presented?**

Yes No

Explain.

- 2. Were the target audience members able to remember the messages they were presented?**

Yes No

Explain.

- 3. What did the target audience like best about the materials and messages?

Explain.

- 4. What did the target audience like least about the materials and messages?

Explain.

- 5. Was the target audience able to perceive the benefit(s) recommended in the messages?

Yes No

Explain.

-
6. **Were there any controversial or sensitive issues raised by the target audience?**

Explain.

7. **What changes, if any, were recommended by the target audience?**

Explain.

If the answers to these questions tell you to change the messages and materials, be sure to test them again after the revisions.

Interventions

You have already:

- ▶ Identified the risk behaviors and attitudes in your community.
- ▶ Selected a target audience and collected important information about its members.
- ▶ Identified the behaviors and attitudes to be changed in the audience.
- ▶ Created a communication strategy.
- ▶ Identified important messages.
- ▶ Chosen the channels through which you will deliver the messages.
- ▶ Pretested the messages and materials with members of the target audience.

Now you will plan the most effective interventions to reach the audience. Use a combination of interpersonal, small media, mass media, and other activities to achieve the best results!

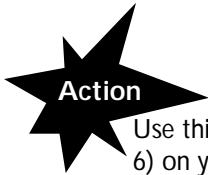


Consider methods that will be entertaining for the target audience (e.g., theater, music, etc.)

On page 57 is an example of how interventions are developed to influence a specific target audience.

Interventions

Think about the interventions you can use to reach your target audience with the materials and messages you developed. Brainstorm!



Use this information to fill in the Interventions section (column 6) on your planning chart in Appendix II.

NOW IT'S TIME TO BEGIN YOUR PROJECT.
GOOD LUCK!

Project Name: **SAMPLE PROJECT**

| (1) Risk Factors | (2) Target Audience (Primary & Secondary) | (3) Desired Behavior &/or Attitude Changes | (4) Messages | (5) Communication Channels & Media | (6) Intervention Strategies |
|--|--|---|---|--|---|
| <p>Sexual intercourse without a condom</p> | <p>Commercial sex workers (CSWs) who work in bars frequented by middle-income workers will be targeted.</p> <p>Questionnaires reveal that 50 percent of the targeted CSWs use condoms with clients. However, fewer than 10 percent use condoms with regular partners.</p> <p>Baseline information shows that these CSWs receive most of their information from fellow CSWs. They also get information from bar owners.</p> | <ul style="list-style-type: none"> ▶ To feel that they have a future and therefore a reason to protect themselves against the HIV virus. ▶ To use condoms with both clients and regular partners. ▶ To understand that they are at risk of contracting and passing HIV to both clients and regular partners. | <p>Important messages for this target audience are:</p> <ul style="list-style-type: none"> ▶ Think of your family's future if you get infected (and eventually sick) with HIV/AIDS. ▶ Learn correct condom use. ▶ Learn skills to negotiate condom use with both clients and partners. | <p>Materials were developed that include:</p> <ul style="list-style-type: none"> ▶ Leaflets that illustrate correct condom use. ▶ A video showing ten ways to negotiate condom use with a client. ▶ Posters showing CSWs who have decided to protect their families by using condoms and encouraging others to do the same. | <p>This target audience can be reached in a variety of ways that together create an integrated communication program.</p> <ul style="list-style-type: none"> ▶ CSWs who are well respected by other CSWs will be trained as peer educators. ▶ During peer education sessions, peer educators will: <ul style="list-style-type: none"> ● Demonstrate condom use. ● Give out and discuss leaflets that explain correct condom use and can be shared with partners. ● Show and lead discussions on a video about ten ways to negotiate condom use. ● Use role-plays to practice negotiating condom use. ▶ Posters will be displayed where CSWs and their clients can see them. |

Measures of Success

All projects need to include a way for planners to learn whether the project has been successful. Success means that the communication objectives you set in Section V have been met.

Look at those objectives and decide how you can measure the achievement of those objectives. Depending on your communication objectives, you may use indicators such as:

- ▶ Self-reported movement from one stage of change to the next.
- ▶ Recall of messages in random surveys.
- ▶ Actual production and distribution of materials among the target group(s).
- ▶ Number of people trained.
- ▶ Number of radio spots aired.
- ▶ Findings from surveys of reported behavior or attitude.
- ▶ Questionnaires (with information knowledge exams).
- ▶ Observations of activities.
- ▶ Sales reports (e.g., condom sales).
- ▶ Attendance records (e.g., number of clinic visits).
- ▶ Other?



Remember

Some measures of success require both baseline and post-intervention data to evaluate.



Return to the chart in Appendix I and update it with any additional information. Each piece of information in column (c) is a "success indicator." As your project is being implemented, put a check in column (d) if you achieve a goal.

Appendices

Appendix I – Communication Objectives

| (a) Communication objectives (use specific numerical goals - be realistic) | (b) Activities to Achieve the Communication Objectives | (c) How will you Know These activities Have Been Successful? | (d) Mark here if You've Achieved This Goal? |
|---|---|---|--|
| | | | |
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Appendix II – Planning Chart

Project Name:

| (1) Risk Factors | (2) Target Audience (Primary & Secondary) | (3) Desired Behavior &/or Attitude Changes | (4) Messages | (5) Communication Channels & Media | (6) Intervention Strategies* |
|-----------------------------|--|---|-------------------------|---|---|
| | | | | | |

**Will these intervention strategies achieve your communication objectives?*