COMMUNICATING CLIMATE CHANGE:

WHAT YOU CAN DO

CLIMATE ASIA

COMMUNICATING CLIMATE CHANGE:

INTRODUCTION

PREFACE

“Calling all communicators!”

Do you want to talk about climate change in a way that is **easy to understand** and **relevant** for **your audience?**

THIS GUIDE IS FOR YOU!

This guide will help you to:

- Define your objectives
- Get to know your audience
- Craft your communication
- Identify and work with partners
- Choose the right communication channel
- Choose the right communication format
- Measure the impact of your project
- Amplify the impact of your project

Get started

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BACKGROUND

Climate Asia: putting people at the heart of climate change response

How do people in Asia live with climate change now? How will it impact their future and how will they shape their own environment? And what are the most effective ways the media, governments, organisations and businesses can support people to adapt to climate change?

These are the questions behind Climate Asia, the world's largest study of people's daily experience of climate change in seven Asian countries.

The project aims to establish the best ways to use media and communications to provide people directly affected by their changing environment with the information they need to respond.

The research

The research was conducted in 2012 in Bangladesh, China, India, Indonesia, Nepal, Pakistan and Vietnam. BBC Media Action researchers travelled the length and breadth of our seven focus countries from Karachi to Jakarta, through some of the largest cities in Asia to the heart of the rainforest, across plains, through rivers and up into the mountains.

With over 33,000 quantitative interviews, alongside focus groups and community assessments, a vivid picture has been built of how different people live their lives and react to changes in their environment now.

How we can help

Climate Asia aims to enable anyone – from governments and donors to the media and NGOs – to use what we have learned from audiences to develop their own communications to meet the public's needs.

We have designed a series of tools to do this, which alongside 'Communicating Climate Change: What You Can Do' include a fully searchable Climate Asia Data Portal, country research reports and methodology papers, including the survey questionnaire, and a set of communication cards. All of these are available on **www.bbc.co.uk/climateasia**

Our data is just the beginning of the story – it's what you do with it that matters.

Climate Asia is funded by the UK government's Department for International Development.

COMMUNICATING CLIMATE CHANGE

WE NEED TO TALK.

Whether you are a media professional or an NGO worker, a government official or a donor, a CEO or an academic – you've probably had to talk about climate change at some point.

It wasn't easy, right?

Talking about climate change is difficult. Climate change discussion is often rife with technical terms that not everyone is familiar with; abstract concepts that can be difficult to relate to; and conflicting information about what the problem is and the causes behind it.

Furthermore, the people who are most affected by the impacts of climate change are often those with the least access to information on what is happening, why it is happening, and how they can adapt to the changes they experience now and in the future.

STAT.

OF THE 33,000 PEOPLE WE INTERVIEWED THREE-QUARTERS SAID IT HAD GOT HOTTER AND OVER HALF SAID RAINFALL HAD DECREASED. HOWEVER, NEARLY HALF (46%) OF PEOPLE DIDN'T FEEL INFORMED ABOUT WHAT THEY COULD DO TO COPE WITH THESE CHANGES IN THE WEATHER.

The time is now

We need to talk about climate change, and we need to talk about it now. How we actually talk about it, however, is another issue, and the good news is that there are a multitude of ways in which we can tackle the subject. In this guide we suggest that the most effective way to communicate climate change is to make it easy to understand and relevant to people's everyday lives. In this way, it also becomes easier to talk about climate change. You don't need to be a scientist or a subject expert to tackle the issue – you only need to be an expert in your audience's needs.

"Nepal is based on the agricultural system and farmers are dependent on seasons – rainfall, when summer comes. Our survival, our livelihoods are based on that. Even in the city, markets are agriculture-orientated. We are the children of farmers. Climate and our life are inseparable."

– Rajendra Dev Acharya, Head of Programmes at Nepal TV

COMMUNICATING CLIMATE CHANGE

What do we mean by "communications"?

ACTIVITY:

Think about the meaning of "communications". Write "Communications =" in big letters on a piece of paper then add your definition. If you're doing this activity in a group, each individual might want to write down their own definition and then you can stick all of these up on the wall.

Next, think about the definition of "communication" and write this down on a separate piece of paper. How do these two definitions differ? What unites them?

Finally, think about what "communication" means for your organisation and the activities that you do. Looking again at the definitions you came up with, what could it mean for your organisation and activities?

When we use the term "communications" in this guide, we really just mean any way that you communicate to your target audience.

Whether your goal is to raise awareness, encourage a change in people's behaviour or influence policy, you will need to communicate in some way.

That might involve anything from a poster campaign to a national TV programme, or a report to a face-to-face conversation.

This guide will help you to identify the most suitable format and channel for conveying your message, based on the audience you're targeting and the message that you want to communicate.

What do we mean by "audience"?

When we say "audience", we're talking about the people that your project wishes to target. If you work in media you're probably used to thinking about your target group as your "audience", however it is important to note that when we use this term we're not only talking about media audiences. For example, if you work for an NGO, your target audience might be a community that you work with or the beneficiaries of your programmes. If you're a researcher, your target audience might be academia or policy-makers.

In the "Know Your Audience" section of this guide you'll find advice on identifying who your target audience or audiences are, and activities for understanding their needs.

CO–CREATING COMMUNICATIONS

One of the key principles of this guide is **co-creation.**

What do we mean by "co-creation"?

Co-creation means working together with members of your target audience and other stakeholders in a collaborative process. We believe that by collaborating with community members, as well as other people and organisations, it is possible to create more effective communications around climate change.

Taking a bottom-up approach

Communication of climate change has traditionally been top-down, often with the science of climate change being filtered down to those living with the impacts. This often results in communications that are confusing or out of touch with people's everyday experiences. By instead taking a bottom-up approach, it is possible to start from how people experience climate change on the ground; understand what their needs and priorities are; and look at how they can be best supported.

From insights to co-creation

Co-creation goes beyond gaining insight into your target audience's needs. It is about actively engaging your audience in the creation of your communications strategy. In this way they will have more ownership of the resulting projects or programmes. You could even think about how your target audience might have a participatory role in the communications projects that you develop. Think about how you can develop communications "with" your target audience rather than "for" them, and how you can engage them in on-going dialogue.

Engaging wider stakeholders

Co-creation is not just about working with your target audience – you might want to engage a range of stakeholders in a collaborative process. As with working with communities, there is a difference between consulting stakeholders and actively engaging them. While stakeholders are often approached to gain approval or buy-in, think about how you can go beyond this to get valuable input into your strategy.

BUILD YOUR STRATEGY

Introduction

In this section eight elements of a successful communications strategy are presented. For each of these eight elements an overview is given, as well as practical tips and activities to help you get started. You can look at each element independently, to tackle one particular aspect, or look at all eight elements in combination to form a complete communications strategy.

If you have an existing communications project, you can rate your project in these eight areas in order to identify areas of strength and weakness. This might help you to prioritise the areas where you want to improve. Alternatively, you can use this guide to develop a brand new communications project. Either way, at the end of this section there is a template that you can use to capture your new or evolved strategy.

COMMUNICATIONS STRATEGY JIGSAW

The eight elements of a successful communications strategy are illustrated here.

- Define Your Objectives
- Know Your Audience
- Craft Your Communication
- Engage Partners
- Choose Your Channel
- Choose Your Format
- Measure Impact
- Amplify Impact

These elements are explored in the sections that follow.

All of these elements are inter-connected and there is no right or wrong order to work through these sections. You can start with the area that works best for your particular project.

RATE YOUR PROJECT

Already communicating to people about climate change?

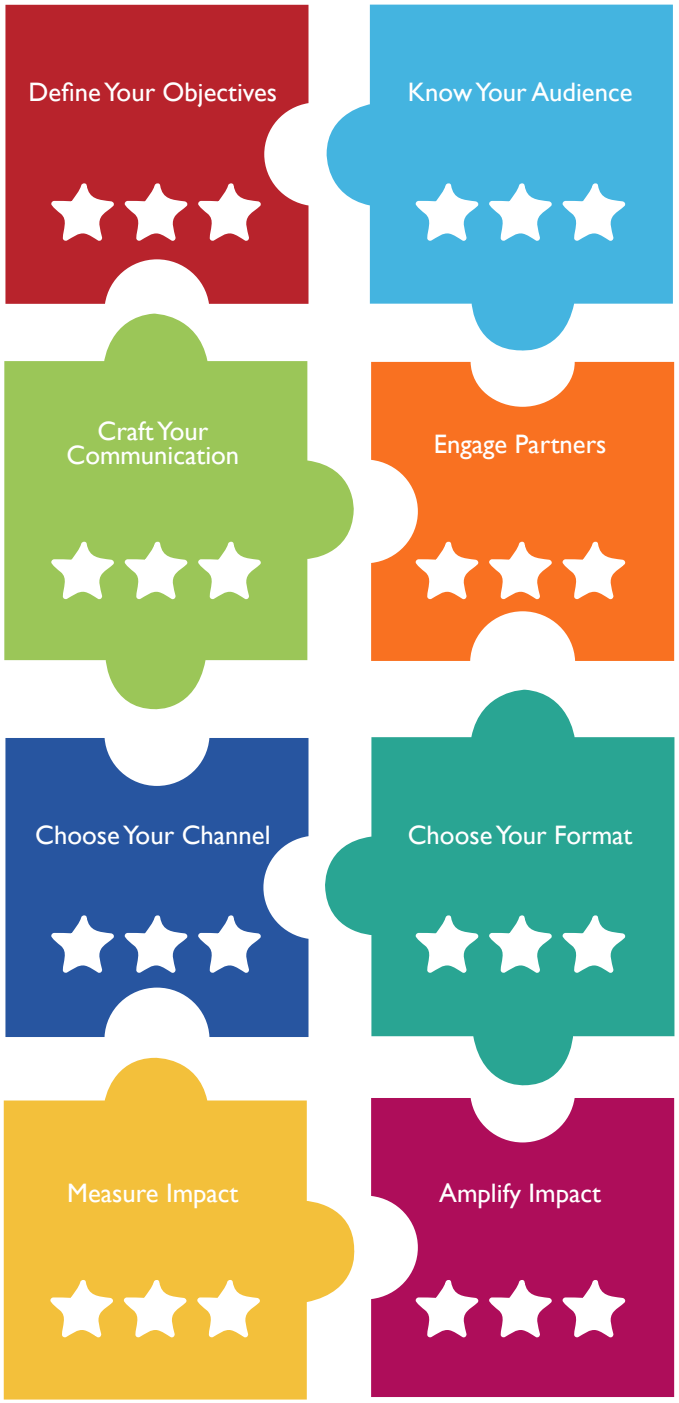
Give yourself a score for each key area to see how you're doing.

Weak

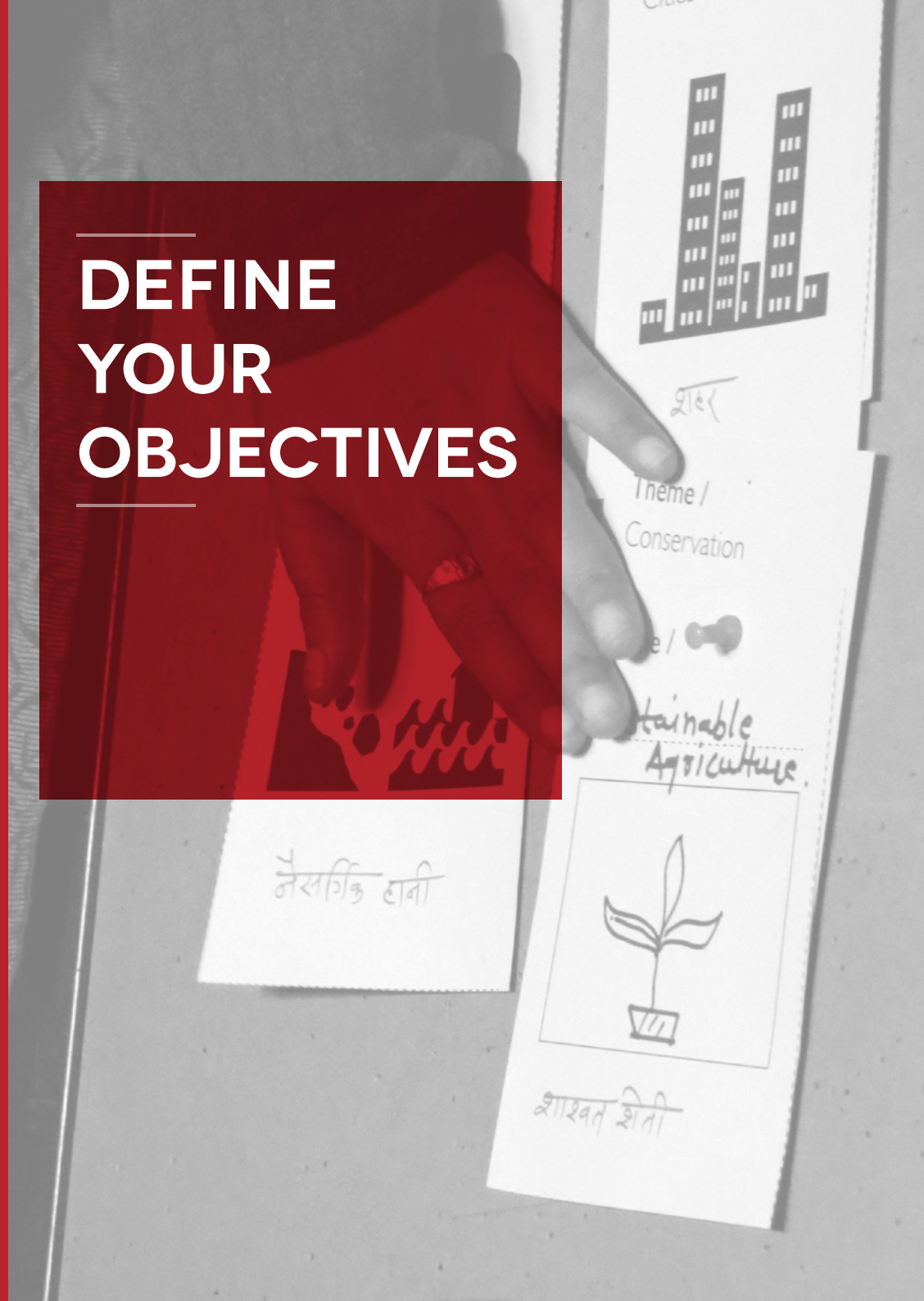
Medium

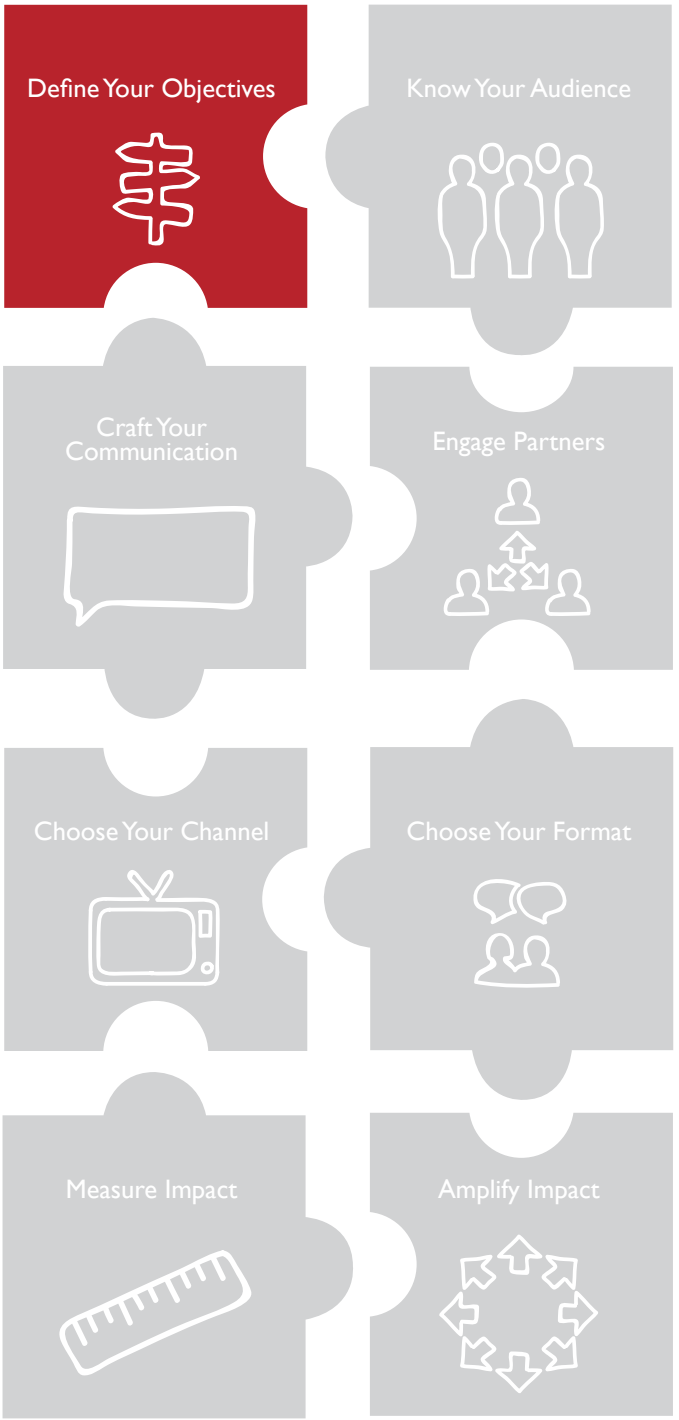
Strong

Now see how you could improve



DEFINE YOUR OBJECTIVES




Define Your Objectives
Know Your Audience
Craft Your Communication
Engage Partners
Choose Your Channel
Choose Your Format
Measure Impact
Amplify Impact

DEFINE YOUR OBJECTIVES

CHECKLIST:

How well have you defined your objectives?
Have you done the following?

- Identified the issue you want to address? ☐
- Decided if your project will encourage mitigation or adaptation? ☐
- Identified the specific objectives of your project? ☐
- Framed your objectives in human terms? ☐
- Developed objectives that bring about a positive, tangible change for your target audience? ☐
- Quantified your objectives so that you can measure your project's success? ☐

CHOOSING A THEME

There are many different aspects to climate change, and a huge range of related issues that you may want to address. The first step in defining the objectives of your project is to think about the theme you want to tackle. Some of these may seem more obvious than others – for example, when people think of climate change they often think of issues such as pollution and deforestation. However, climate change affects people's daily lives in a number of ways, for example it affects people's livelihoods, health and food security. Some themes you may want to consider are:

- Disasters (e.g. disaster risk reduction, disaster preparedness)
- Livelihoods (e.g. agriculture, livestock, fishing)
- Cities (e.g. built environment, pollution, traffic)
- Energy (e.g. energy efficiency, renewable energy)
- Food (e.g. food security)
- Water (e.g. drought, floods, rivers)
- Health (e.g. spread of disease)
- Mountains (e.g. glacial melting)
- Forests (e.g. conservation, deforestation)
- Conservation (e.g. ecosystem restoration)
- Animals & pests (e.g. impact on crops & health)

The theme you decide to address may be determined by a number of factors, for example the geographical location of your project or the requirements of your donor. If you are not sure what theme to address, then choose another starting point for your project. For example, you might want to firstly identify your target audience and talk to them about the issues that affect them most. In the "Know Your Audience" section you can find tips and activities for exploring your audience's needs.

When you have identified the theme or themes you wish to focus on, and any related sub-themes, write these in the space provided.

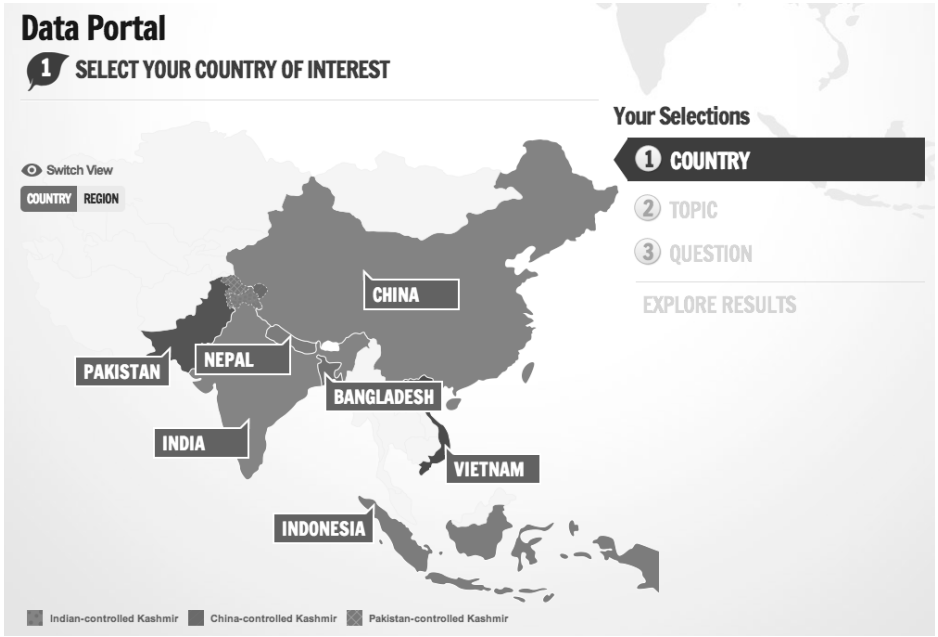
My Theme(s):

DATA PORTAL ACTIVITY:

Step 1
Log on to the Climate Asia website at www.bbc.co.uk/climateasia. Hover over the "Explore the data" tab, and then select your country of interest from the seven focus countries – Bangladesh, China, India, Indonesia, Nepal, Pakistan and Vietnam. Explore the page to see the key areas of change and impact in the country.

Step 2
On the right-hand side of the country page, click on the country report to download it. Go to Section 2 in the report, titled "Changes in Climate". This gives more details on the climate changes people have been experiencing, and who in particular has seen most change. Based on this information pick two themes you think may be having the most impact on people in your country, e.g. extreme weather events and water availability.

Step 3
Hover over the "Explore the data" tab, and this time select "Data Portal". Once on the Data Portal page, select your country of interest. Now explore the data related to the two themes that you identified in Step 2 and decide which theme seems to be the most important. You can also see if some people are more impacted by the theme than others by adding a variable to the data. Click on "Add a variable", on the right-hand side of the page, and select the variable, e.g. Type of location, Gender, Age. You will now see the data for each of the groups separately.



TIP

Question areas you might want to look at in the "Context" section include:

- **People's worries**
- **Awareness of changes in the last ten years**
- **Perceived risk of extreme weather events (if extreme weather is one of the chosen themes)**
- **Responses that people are taking and are willing to take**

MITIGATION VS. ADAPTATION

It is important to consider whether your project relates to **mitigation** of climate change or **adaptation** to climate change – the two central approaches in the international climate change process.

Mitigation involves human interventions to reduce the emissions of greenhouse gases at source, or enhance their removal from the atmosphere by forests, vegetation or soils that can re-absorb CO_2.

Adaptation is the process by which strategies to moderate, cope with and take advantage of the consequences of climate change are enhanced, developed and implemented. Adaptation has the potential to reduce adverse effects of climate change and can produce ancillary benefits, but cannot prevent all damages.

To see examples of actions people are taking to help them respond to changes, check out the "Audience" section of the Data Portal. Can you decide which actions are mitigation and which are adaptation?

You may want to include both mitigation and adaptation aspects within your objectives. However, take care not to build too many objectives into your project, as no one project can address every problem.

When you have decided what approach you want to take, tick the boxes that apply.

My Approach:

- Mitigation ☐
- Adaptation ☐

"We should not only speak about mitigation. Mitigation has a lot of resources already. We see a need to promote adaptation initiatives against climate change because it does not get the same attention."

– Nazla Marissa, Campaign Officer for Oxfam Indonesia

IDENTIFYING YOUR OBJECTIVES

Now that you have identified an overall theme (or themes), and decided whether you're taking a mitigation or adaptation approach, or both, you can start thinking about the specific goals of your project.

Think about the change that you want to effect. Do you simply want people to be **more aware** of the issue you are addressing? Or do you want them to **change their behaviour** in some way? Perhaps you want to **build skills** among your target audience?

Adaptation projects often aim to build **resilience** to climate change. "Resilience" can be defined as:

"The ability of countries, communities, households and individuals to manage risk from sudden events and long-term trends and to respond positively to change without compromising their long-term potential."

Some objectives you might want to consider are included in the checklist provided. Tick all that apply to your project.

If you have any other objectives in mind for your project that are not included in this list, write them in the space provided.

TIP

Try to develop objectives that will lead to a positive, tangible social impact.

My Objectives:

- Awareness raising ☐
- Behaviour change ☐
- Access to information ☐
- Capacity building ☐
- Citizen participation ☐
- Gender empowerment ☐
- Income generation ☐
- Policy changes ☐
- Raise voice of a particular group ☐
- Research to create an evidence base ☐
- Building networks ☐

Other Objectives:

GETTING SPECIFIC

For each objective that you have chosen, think about the details of what you're aiming to achieve. Try to frame them in human terms. By humanising your objectives, you will keep your project rooted in your target audience's needs and priorities, and in turn increase the likelihood of your project becoming a success.

Some existing projects in the region have identified the following human-framed objectives:

"Improve the livelihoods of farmers, increasing food security and reducing rural poverty."

"Provide a way for people living in communities with little access to technology to be able to communicate with the outside world and share information on local issues."

"Improve household economies, provide health benefits and make life easier for women and children who have to collect firewood."

"Define your issue. Climate change has a huge range of issues. Specify the issue and specify the targets."

– IESR, Indonesia

Defining measurable objectives

It is also important to break down your objectives into measurable goals that you can later use to measure the impact that your project has had. There is more information about this in the "Measure Impact" section of this guide, however it is important to think about measuring impact right at the beginning of your project.

Think about the impact you want to have and how this will eventually be measured. What is the change that you want to see take place? What would the situation ideally look like before and after? For example you might want to include:

- A target number of people to reach
- A particular behaviour change
- A particular change in policy

THINKING AHEAD

> "If adaptation is limited to very specific activities this does not prevent you from anticipating future adaptation needs."
>
> – Nadia Bajwa, WWF Pakistan

In addition to setting measurable objectives, think about the timescales of achieving your goals. By when do you want your desired change to take place?

As well as addressing issues that are affecting people right now, consider issues that will affect them in the future. Think about setting short-term, mid-term and long-term goals that create a balance between immediacy of impact and duration of impact. This will help you to develop a project that is more sustainable.

Your chosen objectives should be the theme that runs through all of the other decisions you make – from the audiences you choose to target, to the communication you develop and the channels selected to reach people and so on. Every time you have to make a key decision regarding your communications strategy, refer back to your objectives and ask yourself "Is this the best way to achieve my project goals?"

TIP

Building long-term goals into short-term projects helps target audiences move from coping to resilience.

Once you have developed your objectives in detail, use the space provided to document these. Make sure that your final objectives are quantified and set against time, for example "X amount of people to make X behaviour change by year X".

My Developed Objectives:

CASE STUDY:

Project: "Child Voices: Children of Nepal Speak Out on Climate Change Adaptation" by Children in a Changing Climate and ActionAid

Where: Nepal

Link: http://www.childreninachangingclimate.org/database/ids/Publications/Child%20Voices_np.pdf

Objectives: The purpose of the project was to make children's concerns heard, and to persuade decision-makers to incorporate children's adaptation needs into policy-making.

Target Audience: Target audiences included local communities for awareness raising; local decision-makers, NGOs and UN agencies for advocacy; and policymakers for policy change.

Project Design: Poor children in rural and urban areas of Nepal were supported to make short films about how climate change is being experienced by their communities. Making these films allowed children to explore how the changing climate is impacting them and their families, how they are coping, and what they need in order to adapt.

Communication: Messages centred on the need for advocacy on children's adaptation needs.

Partners: Children in a Changing Climate is a coalition of leading child-focused research, development and humanitarian organisations.

Channels & Formats: The films were shown in local communities, featured on TV and are available online. A report was also produced based on the findings of the participatory video project.

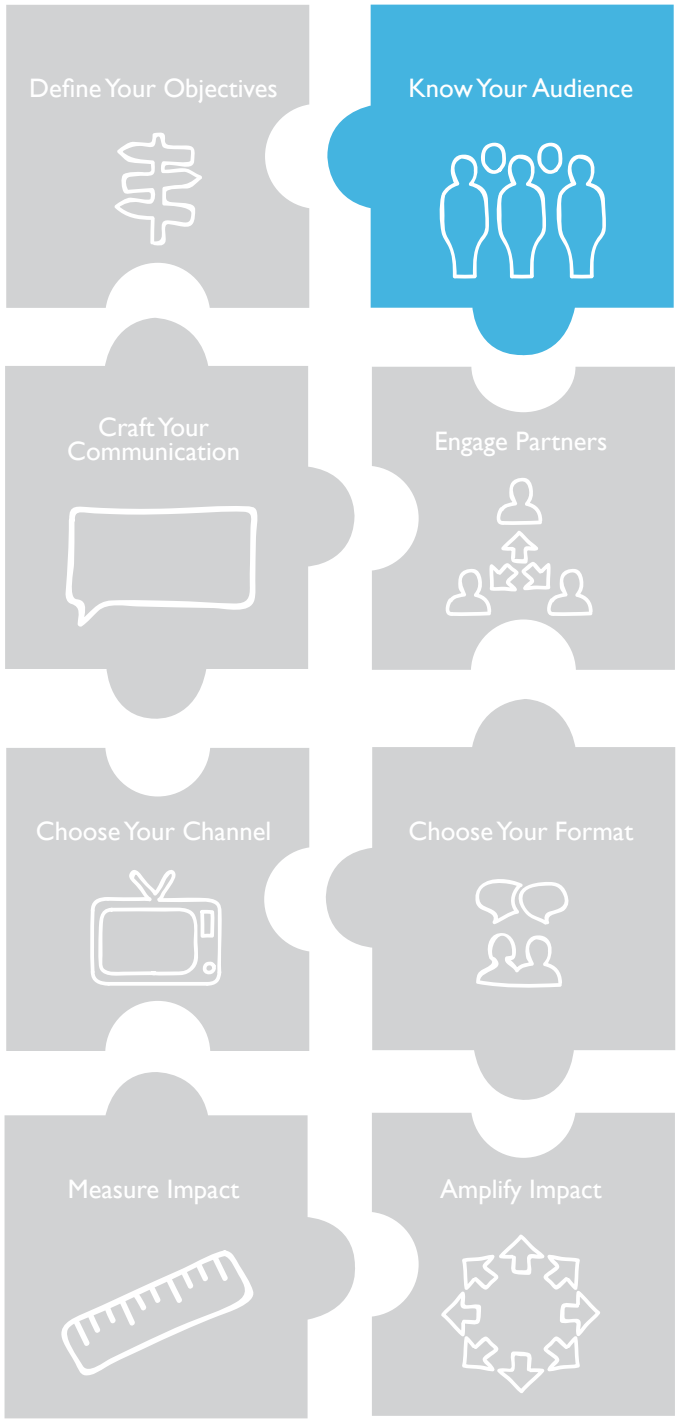
Impact: The use of participatory video (1) helped children in Nepal better understand climate change impacts (2) helped prioritise their adaptation needs, and (3) helped advocate for change. The children successfully used their videos to gain adaptation funding, for example for a bridge to help children get to school during the monsoon season. At the national level, the report and videos supported an ongoing dialogue with the government on child rights and climate change where it was agreed that children need to be a priority group in Nepal's National Adaptation Programme of Action (NAPA).

NOTES:

Now that you have reached the end of the "Define Your Objectives" section, use this page to add notes on things you've learned and things to do next:

NOTES:

KNOW YOUR AUDIENCE


Define Your Objectives
Know Your Audience
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KNOW YOUR AUDIENCE

CHECKLIST:

How well do you know your audience?
Have you done the following?

- Identified your target audience? ☐
- Defined what you want to know about your audience? ☐
- Carried out research to get to know your audience? ☐
- Developed audience insights based on your research findings? ☐
- Segmented your target audience into sub-groups with their own specific needs? ☐

IDENTIFYING YOUR TARGET AUDIENCE

It is important to be as specific as possible about who you want to communicate with. Look back at your project objectives – who do you need to communicate with to meet these objectives? Think about all the people you would like to reach including policy-makers, organisations and people from the "general public".

While you might want your project to have mass reach, if you simply define your target audience as the "general public" the needs for communications would be vast. Therefore you need to decide which specific groups you want to communicate to.

In many cases you will have several target audiences. For example, if you want to help increase incomes among rural communities, it could be farmers and their families. These audiences may have different communications needs. Farmers, for example, may need information on growing new crops while their families may need information on how to earn income through alternative livelihoods.

In order to prioritise, you might want to think of your audiences in terms of your **primary** target audience, who you will focus your attention on (e.g. fishermen), and **secondary** target audiences (e.g. women).

When you have identified the primary and secondary target audiences of your project, write these in the space provided.

My Primary Audience:

My Secondary Audience:

GETTING TO KNOW YOUR AUDIENCE

Once you have identified your target audience, you can start to get to know them. Even if you have been serving a certain audience for a while, there may be a lot of information that you don't know.

It is important to get to know people first before exploring any one issue with them.

The first step in getting to know your audience generally is to think about what you'd like to know about them. For example:

- Their values, attitudes and beliefs
- Their daily routine and habits
- Their needs, priorities and interests
- Their media use, how they access information, who they trust

Have a look at the first four sections of the country reports to learn about people's values, concerns and worries.

TIP

Break down the concept of climate change so that people can understand it and relate to it. Talking about changes in water, food and electricity availability helps to do this. For ideas on how to do this and other questions to ask, take a look at the Climate Asia focus group guide and community assessment manual.

You then can look at understanding how your target audience relates to the topic that you are interested in, e.g. changes in climate. For example, you might want to know:

- What changes in weather have they noticed?
- What impact are these changes in weather having on their lives?
- How do they describe these changes?
- How do they feel about them?
- Are they taking any actions to counter changes in climate?
- What is motivating them to make changes?
- What is preventing them from doing so?
- Where have they been getting information on this topic from?

"How are people talking about climate change? How much info are they getting from the media channels? What's their take on climate change?"

– Oxfam Novib, Pakistan

CARRYING OUT AUDIENCE RESEARCH

In order to get to know your audience, you can carry out different types of research. You may want to start with reviewing previous studies that relate to your target audience. For example, have a look at the Climate Asia country report and the Data Portal.

You may also want to conduct your own research, where you interact with members of your target audience directly in order to explore their needs. For Climate Asia, focus groups and community assessments were carried out to understand the audience. Questionnaires and tools to do this can be found on the "Resources" page of the website. You could also carry out individual interviews, or carry out ethnographic research such as spending a "Day in the Life' of a member of your target audience.

If you have the resources to do so, you may also wish to carry out a quantitative baseline study. This will enable you to measure your impact at the end of your project. For advice on this see the "Measure Impact" section of this guide. The Climate Asia survey materials and guidelines for doing this are available on the website, which you can refer to and adapt to your needs.

When you have decided on the activities you wish to carry out, make a note of these in the space provided.

My Research Activities:

- Explore Climate Asia Data Portal ☐
- Review other existing audience data ☐
- Conduct a community assessment or focus group ☐
- Conduct individual interviews with audience and stakeholders ☐
- Spend a "Day in the Life" with your audience ☐
- A baseline study which you can measure impact against in the future ☐

Other Research Activities:

DATA PORTAL ACTIVITY:

Step 1
Log on to the Climate Asia website at www.bbc.co.uk/climateasia. Hover over the "Explore the data" tab, and click on "Data Portal". Then select your country of interest from the seven focus countries – Bangladesh, China, India, Indonesia, Nepal, Pakistan and Vietnam.

Step 2
The Data Portal contains three different themes: "Context" "Audience" and "Communication". Each theme contains different sets of questions. From these questions, choose those that could help you better understand your audience. For example, under "Context" you can find out what people's biggest worry is, or their view on life. Under "Audience" you can discover what changes are impacting people the most, and what motivates them to respond. "Communication" includes data on where people get information as well as their media use and preferences. These are just a few examples of the data you can explore – there is much more.

Step 3
Once you've identified some questions, you can view the results as a graph, chart or table. You may want to tailor the data you see by adding a crossing variable, for example breaking down the results by gender, age, occupation, and other areas specific to your target audience. Once you have data tailored to your project needs, write down your findings in the space provided. Then you can start a new search to discover more about your audience.

My Data Findings:

FROM RESEARCH TO INSIGHTS

By carrying out audience research on different levels, you are likely to find out a lot of information. Once you have your research data, spend time looking at this and grouping your findings into themes to answer your objectives. This analysis will help you identify the key findings from your research.

The activity on the right will help you develop insights – the key findings that you have chosen to inform your project. For example, Climate Asia findings showed that communities that work together are able to adapt to water shortages more successfully. Therefore the research insight from this would be that communications need to encourage community discussion and support people to work together.

When you have identified the key audience insights for your project, use the space provided to take a note of these.

ACTIVITY:

Have a look at the key themes and findings you have generated.

- Which ones are new to you?
- Which ones are surprising?
- Which ones will help the development of communications?

Discuss these with your team to generate the insights that you would like to take forward and use in your project.

My Key Audience Insights:

FROM INSIGHTS TO OPPORTUNITIES

Now that you have developed insights about your audience, you need to plan ways to turn your insights into action. Think about how you will do things differently based on what you've learned about your audience. Look at the different parts of your project and see where the insights can help you to develop or shape your activities.

ACTIVITY:

Note down all of the insights you have found out about your audience, writing each insight on a separate sticky note.

Next, write down the eight elements of the Communications Jigsaw (Objectives, Audience, Communication, Partners, Channels, Formats, Impact Measurement, Impact Amplification) on separate pieces of paper and stick these up on the wall to form headings.

Now organise your audience insights under these headings, thinking about how each insight could have a direct impact on the design of your communications strategy.

For example, if your insight is that women feel more helpless than men, think about how you want to respond to this. You might want to make women the primary target audience of your communications, in which case you can place the insight into the "Audience" category. Or you might want to develop messaging that empowers women, in which case the insight will feed into the "Communication" element of your strategy.

SEGMENTING YOUR AUDIENCE

When looking at the results of your audience research, considering the key insights and identifying opportunities for responding to these insights, it is important to remember that not every member of your audience is the same. Within any target audience, different sub-groups exist, each with their own specific set of needs.

There are different ways to identify the different groups that exist within your overall target audience. You might want to group people based on demographics such as age, gender or where they live. In other cases, it may be appropriate to group people on their attitudes and behaviour, for example people that are unwilling to change and those that have already taken action.

Check out Sections 5 and 6 of the country reports to find out the main communication recommendations for your country and the audience segments that Climate Asia has identified. Then log on to the Data Portal to see how the audience segments that you are interested in are acting.

ACTIVITY:

Think about the key characteristics that define your audience – in what ways do people differ? What is the most meaningful way to break your target audience into sub-groups? What segments do you think exist within your target community?

When you have an idea of the groups that you are interested in, explore these further by creating a character or "persona" to represent each group. Put a large piece of paper on the wall for each group you have identified and draw a person in the middle. This is not a real person but should represent the typical characteristics of the group you are looking at. Write or draw information about this person around them – for example you might want to give them a name, age, occupation and include information on their level of education, family, interests, values, etc.

Now think about how the issue you are addressing affects them. Write down thoughts or feelings they might have about the issue. What are their specific needs? If you have carried out audience research you can include real quotes from people you spoke to.

Finally, brainstorm ideas specific to each persona. What could help each of them? Are there any solutions that would benefit all of the different personas in some way?

CASE STUDY:

Project: HoB by WWF Indonesia and Photovoices International

Where: Indonesia

Link: http://www.photovoicesinternational.org/indonesia

Objectives: The project aims to capture daily life from the perspective of local communities through photography, and to obtain the attention and support of local and national government as well as international audiences in relation to conservation. In addition it aims to educate the local community on how to protect their environment.

Target Audience: The project targets decision makers and people concerned about the environment in Jakarta; the public and local government in Kapuas Hulu; and the local communities involved.

Project Design: Local government, photography experts, environment experts and local communities were consulted in order to select the project locations, participants and the project activities. 72 cameras were distributed to local community representatives in three sub-districts in Kapuas Hulu, and a one-week photography training course was held. The community representatives then took over 50,000 images photos over a six-month period, from which the best 200 were selected.

Communication: "Protect your environment".

Partners: The project partnered with local governments.

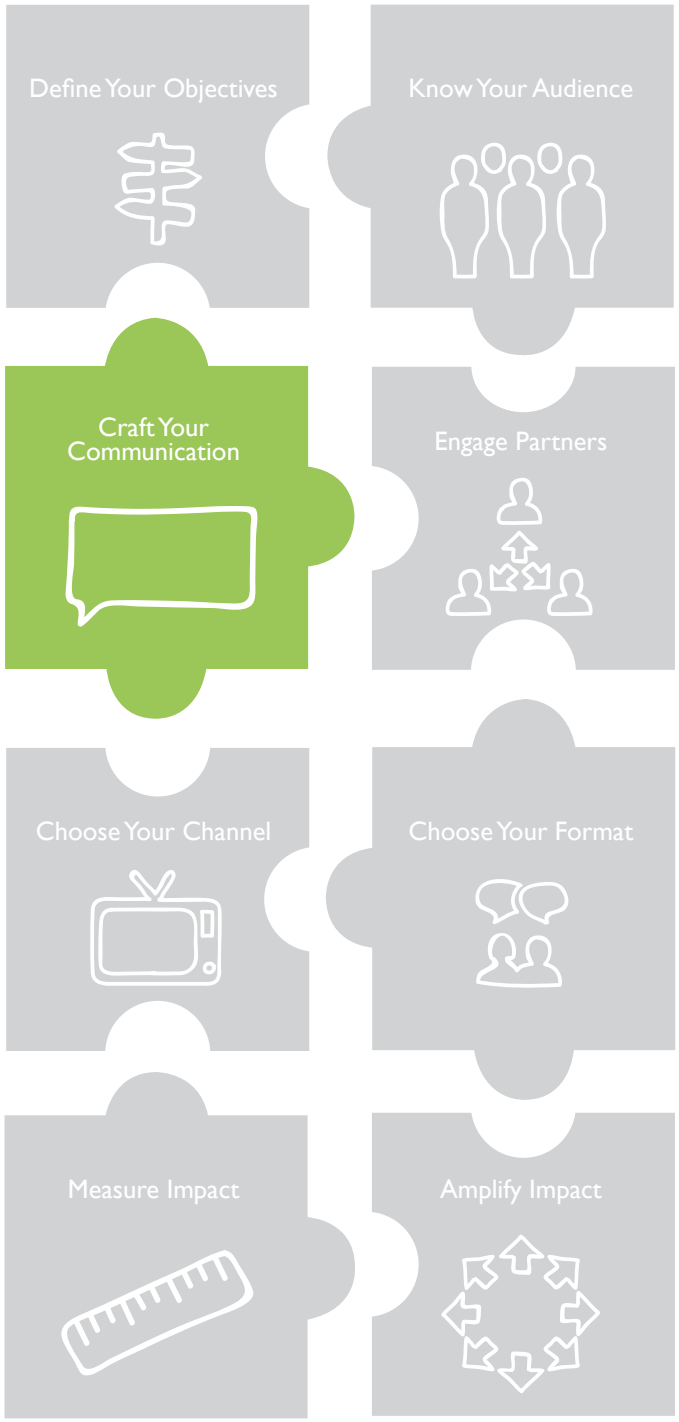
Channels & Formats: The best images were shown at exhibitions in Kapuas Hulu, the Selimbau sub-district and the US Embassy in Jakarta. A book was produced, with 1,000 copies distributed to the government, related stakeholders and local communities. The photos were also published online via the website and social media.

Impact: The project received positive feedback from the local government, community and public. The project is being continued by community members who continue to take pictures with the cameras they received. A Clan Leader from Lamalera Village commented that, "Before, people from outside came to take pictures and we didn't know what they were for. But now we take our own pictures, and through them we learn much about our nature, culture and also create important information that we will leave for our next generation."

NOTES:

Now that you have reached the end of the "Know Your Audience" section, use this page to add notes on things you've learned and things to do next:

CRAFT YOUR COMMS


Define Your Objectives
Know Your Audience
Craft Your Communication
Engage Partners
Choose Your Channel
Choose Your Format
Measure Impact
Amplify Impact

CRAFT YOUR COMMUNICATION

CHECKLIST:

How well have you crafted your communication?
Is your communication:

- Simple and easy to understand? ☐
- Locally relevant? ☐
- Attractive? ☐
- Practical? ☐
- Credible? ☐

WHAT ARE YOU TRYING TO COMMUNICATE?

Defining what you are communicating is important. Your communication can be something that encourages discussion or conversation. It can be information that helps provide a solution to issues that people are facing. Or it can be an inspiring story that might encourage people to help themselves. A communication is not about telling someone to do something. It is about bringing to life actions, behaviours and values for people to contemplate and consider.

You don't necessarily need to bring in scientists or climate change experts to help you craft your communication! Just find out what issues are affecting your target audience and what support they're looking for.

Make it Simple

Communications that are easy to understand will resonate more with your target audience. When it comes to climate change, this might seem a daunting task, but there are steps that you can take to achieve a simple, understandable communication.

Break down your communication to the very essence of what you want to convey. What does your audience really need to know? Focus on the issues that affect your target audience the most, at the level where it affects them. Rather than talking to them about high-level concepts and offering complex technical explanations, talk to them about familiar things that they deal with on a daily basis.

"We need to simplify the message – there should be no information overload."

– Raheel Waqar, CEO of White Rice Communications, Pakistan

MAKE IT SIMPLE

If you do decide to include scientific or technical aspects to your communication, avoid using jargon to explain these. Instead, think of simple ways to communicate these aspects that the local community can understand. For example, if you wish to target farmers, think about how to express your ideas using farmers' daily language and vocabulary. If you have to use jargon, try to include examples to explain what you mean, for example:

"People should use renewable energy **such as solar power and wind energy**."

It is very important to make sure that your communication is locally accessible, however you may find that it is difficult to talk about climate change in local language. It may be that the words simply don't exist in local language, or that they exist but are unfamiliar to your target audience. Try out the "Jargon Busting" activity for ways to overcome this challenge.

TIP

Keep language simple and avoid using jargon, acronyms or complicated statistics. For example, instead of using the word "livelihood" you could use the word "job".

ACTIVITY:

Make a list of all the jargon terms you can think of around climate change (or, the ones that you encounter most in your work). You can do this in English, your local language, or both. Write each word or phrase on an individual sticky note and stick all of these on the wall. Then, for each jargon term, come up with at least one alternative word, phrase or explanation that expresses the same concept but is easier to understand. You may even come up with multiple alternatives.

Now, look at all of the alternative terms you have come up with and try to visualise them somehow in a sketch. Add your drawings to the wall and think about how simple words and images can work together to tell your story.

MAKE IT RELEVANT

As explored in the "Define Your Objectives" section, climate change is not just about changes in the weather – it relates to livelihoods, food, health, community, family, tradition, and much more.

To engage people in the issue, it must be made relevant. Think about your audience and how climate change impacts their daily life. The same change can impact people differently. For example, fishermen are worried about more unpredictable weather as they don't know when to go to sea to fish. Other people are worried about changing weather as they think it causes health problems.

Talking about climate change at the level where its impacts are felt most and bringing in the human side of the story has the potential to form a powerful communication. There is an opportunity for real human needs, desires, perceptions and values to become the driver of change.

Your project may even respond to the impacts of climate change without explicitly making this connection. The most important thing is that your communication resonates with the people you aim to reach.

TIP

Think about your target audience's perspective, and talk to your audience about what is truly relevant to them.

In order to ensure your communication is locally relevant, you could also engage your audience in the storytelling process. Participatory projects can enable a bottom-up approach to crafting your communication, and have the potential to build a sense of community ownership of the communications project.

Another way to bring your target audience into the development of your communication is to incorporate local knowledge and practices. By capturing and sharing best practice identified at a community level, for example ways of adapting to climate change and becoming more resilient, peer-to-peer exchange can be facilitated on a larger scale.

"We aim to exchange stories on the local wisdom of a community in regard to adaptation to climate change."

– WWF Indonesia

MAKE IT ATTRACTIVE

You need to "sell" your communication to your target audience. For example, if your goal is to reduce greenhouse gas emissions, think of this from your target audience's point of view. In what way will this directly benefit them?

Whether you are developing a community theatre performance, radio show or flyer campaign, consider:

- What's in it for your audience?
- Why should they pay attention to your communications?
- If you're asking them to change their behaviour, what's their incentive to do so?

When identifying benefits that you might want to communicate to your audience, make sure to link these to their values. Not everyone perceives benefits in the same way. See the "Know Your Audience" section for tips and activities for understanding your audience.

You may also want to highlight what people are already doing, so they feel encouraged to build on this by making further actions. It may also inspire others to act, if they see that those around them are already doing things.

You can explore people's values, and what actions people are already taking, on the Climate Asia Data Portal.

ACTIVITY:

A simple technique for "selling" your communication is to use the "FAB" framework:

F for **Feature** – What is the feature?

A for **Advantage** – What does the feature do?

B for **Benefit** – What's in it for me?

For example, your objective might be for your target audience to start using a more eco-friendly product in place of a product they currently use. The "feature" is that the eco-friendly product uses less energy than the one it replaces. The "advantage" is that this reduces environmental impact and saves the user money. The "benefit" to the user might be that they can then afford to send their children to school.

Try framing your communication using the "FAB" technique. Starting with the general features and advantages of your proposal, what unique benefits can you think of for your target audience?

MAKE IT PRACTICAL

In order to make your communication as clear as possible, you have to be sure of what you actually want your audience to do. A communication simply such as "save water" might be confusing for audiences who don't know about how to recycle water, or who have never used storage tanks before. It is better to focus on the simple doable actions that can help people improve their lives.

Moreover, think about how your project might bring about a practical change for your target audience – for example, storage tanks and recycling might save your audience time or money. Projects that create tangible benefits people can see or feel are the most memorable for communities.

Good communications often help to empower people, helping them to make decisions. Being told to save water is not as effective as telling people what the benefits of saving water are, so that they can then make the choice themselves or work with others in the community to develop solutions.

Think about the variety of communications you might want to communicate, and how these communications can work together in a discussion or debate in order to increase the likelihood of your audience engaging with issues or taking action.

"We are focusing on changing practices first. It is very difficult to change attitudes. It takes a lot of time."

– IUCN, Pakistan

MAKE IT CREDIBLE

It is vital that the stories you share, the content you create and the behaviour you encourage are all based on evidence. Evidence is important because it allows you to be trusted more by your audience, and makes your communication stronger and more impactful. Usually, evidence comes in the form of the analysis of data, which in turn is usually collected by research organisations and government institutions.

Using evidence allows you to be transparent and honest. If your communication is based on facts that are supported by evidence, it is far less likely that it will be corrupted by opinion or inaccuracy. This sort of approach also allows you to be unbiased. Many people are likely to have different opinions on complex issues, and by basing your communications on factual data you are more likely to represent the feelings of the majority of your audience.

To find data to reinforce and add credibility to your communication, remember to explore the Climate Asia Data Portal.

Gaining trust and taking an evidence-based approach to messaging can also enhance the respect your audience has for your project and may also enhance your reputation. Remember to only use data that you trust, and for which you can verify or authenticate its source.

"We need data so that we can make the programmes more interesting, easy and effective. Programmes are flat without data. We need to provide evidence."

– Dipak Samir, Producer of Livelihoods Magazine Show, Nepal TV

CASE STUDY:

Project: No Strings Puppetry and DVDs by No Strings International

Where: Indonesia and worldwide

Link: http://www.nostrings.org.uk

Objectives: To promote safety and well-being through life-saving educational films for vulnerable children and communities worldwide.

Target Audience: The main target age group is 8 to 12 years, but the storylines and humour are designed so that they appeal to older children and adults too.

Project Design: The films are designed by development aid specialists and some of the key talents from the original Muppet Show and Fraggle Rock, who co-founded No Strings. Films are carefully researched so that their characters, sets and storylines are culturally sensitive, appropriate and instantly familiar to audiences. This includes carrying out research with children in the design period. The resulting films provide a fun way to introduce lessons around critical issues.

Communication: There are various key messages associated with each disaster film, all centred around preparedness and safety.

Partners: No Strings partners with international non-government organisations and their local partners.

Channels & Formats: DVDs are used by local teachers and community facilitators to show the films to children and community groups. Anyone who wants to use the films can attend an in-country workshop providing techniques for running effective group discussions, using hand puppets to engage the audience, and allowing beneficiaries in turn to express their learning. Having attended Training of Trainers they are then able to roll out training to targeted facilitators.

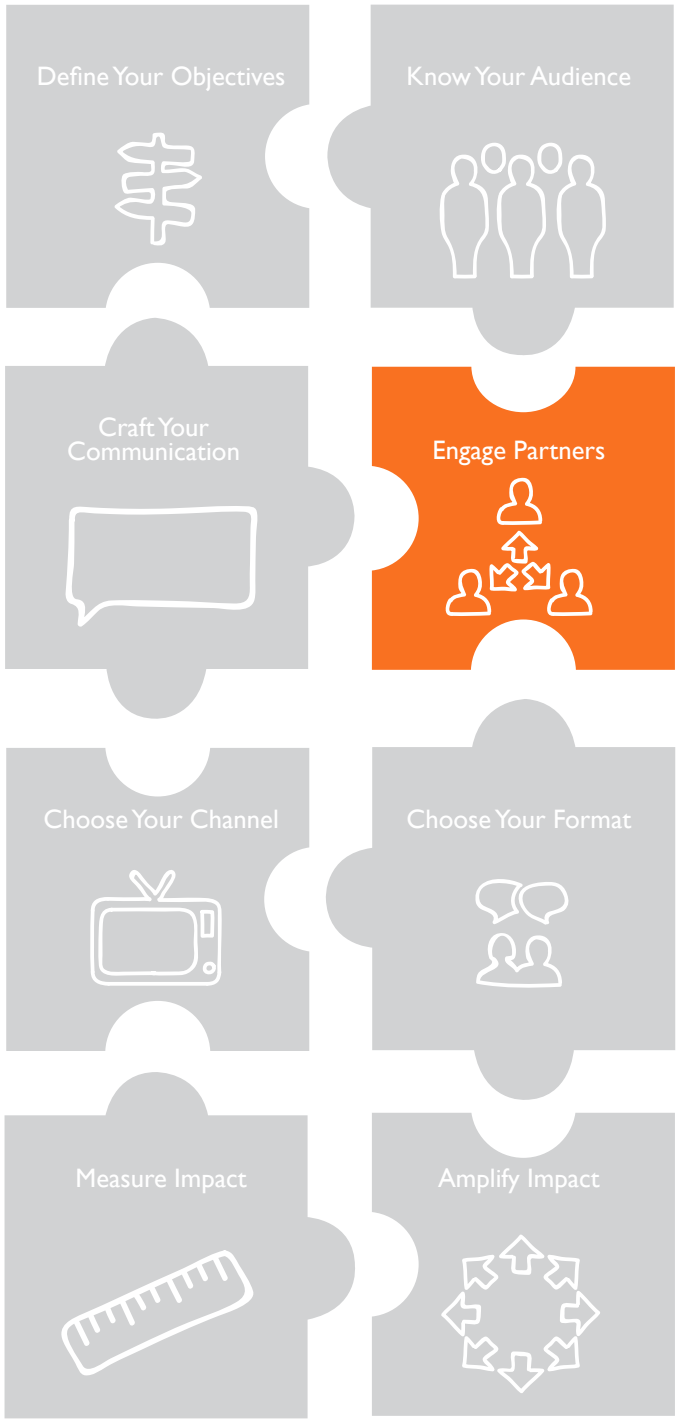
Impact: Local partners report very positively around change in target audience perceptions of disaster preparedness and safety. In Indonesia, teachers who used the film reported that when there was an earthquake, their pupils had a good understanding of what to do. The films are now part of the national curriculum in the Philippines, and are widely disseminated in Indonesia, Burma, Cambodia and East Timor.

NOTES:

Now that you have reached the end of the "Craft Your Communication" section, use this page to add notes on things you've learned and things to do next:

NOTES:

ENGAGE PARTNERS


Define Your Objectives
Know Your Audience
Craft Your Communication
Engage Partners
Choose Your Channel
Choose Your Format
Measure Impact
Amplify Impact

ENGAGE PARTNERS

CHECKLIST:

How well are you engaging partners?
Have you thought about:

- The parts of your project that can be improved? ☐
- Which partners would add strength to your project? ☐
- How to identify and approach partners that you want to work with? ☐
- How to make a partnership effective? ☐

IMPROVING YOUR PROJECT

Partners are important because they can add strength to the weaker areas of your project. For example, a group of scientists may be very good at understanding complex issues relating to climate change, but may not have expertise in communicating these issues in the same way as experienced climate journalists.

Think about the aims of your project and the members of your team. Consider the areas of work you are good at, and in which areas your team do not have as much expertise. Initially, this might be something that is quite difficult to think about, and even more difficult to talk about with your team.

Remember that no-one is an expert in everything, and that it is natural to have more expertise in some areas than others. The areas that you feel can be improved are not necessarily weaknesses, but opportunities to approach partners who can bring with them expertise, and add value to the work you do.

The next pages offer ideas how you can identify and work effectively with partners. Before getting started, think about the partnerships you already have in place and use the space provided to take a note of these.

My Existing Partners:

- Academic ☐
- Government ☐
- Media ☐
- Corporate / Business ☐
- NGO ☐
- Community Based Organisation ☐
- Foreign Aid ☐
- Consortium ☐

Other Existing Partners:

IDENTIFYING POTENTIAL PARTNERS

It is useful to think about how to identify the specific partners you might want to approach. For example, if you feel there is a gap in media expertise in your project, you may want to think about which media outlets might help you work more effectively. Do members of your target audience prefer to read newspapers or to listen to the radio? Questions like this might help you think about which kind of media organisation could help you most.

Different partners also work in different ways. For instance, if you are considering an academic partner, you have the option of approaching a university, a think tank, a local school or a graduate student. In choosing which type of academic partner to approach, you might want to consider the pace at which they work, the amount of time they are able to invest in your project, and how closely their priorities are aligned with yours.

Use the space provided to write down your project's aims and think of potential partners who can help you to better achieve each one.

To explore the media preferences of your target audience, check out the Climate Asia Data Portal.

My Objectives:	Potential Partners:

APPROACHING POTENTIAL PARTNERS

When first talking to potential partners, the benefits of working together with them may not be immediately obvious. It is always best to take some time to get to know them and understand in detail what their objectives are and what motivates them.

In some cases, you may wish to approach a specific partner directly. This may mean setting up a meeting with them, perhaps over lunch if you would like to chat with them more informally. Think about what it is you want to know about them before you meet them. Put yourself in their shoes – which aspects of the project would they find most interesting?

In other cases, you may wish to approach many partners at the same time and tell them about the work that you do. If you have enough resources and contacts, you could do this by organising a networking event with potential partners. This could be done by inviting them on a field trip to meet the people you work with, or in your project's headquarters.

Look at the potential partners you identified on the last page and consider how you might approach each one. Use the space provided to document your ideas.

TIP

Think about how you can explain your project to anyone in 30 seconds, as if you were standing next to them in a queue or in an elevator. This "elevator pitch" can be great to memorise before meeting potential partners.

Potential Partners:	My Approach:

WORKING EFFECTIVELY WITH PARTNERS

An effective partnership is not just co-operating but collaborating; pooling collective resources and skills to create something more than one organisation working alone could achieve.

In an ideal world, the partners you identify would share a common belief in your project's aims and objectives. However, if this is not the case you may have to change the way you work slightly in order to meet your partners' needs. Think about being flexible in your approach and asking for their ideas on how to solve difficult problems.

Most organisations have aims, goals and ways of working that differ in some way, and identifying these differences will help make your partnership more effective. You can do this by involving partners far more closely in your project design. Running a co-creation session with your partners would be a useful way to understand how exactly your project can better meet their needs.

For more information on co-creation, see the section "Co-Creating Communications".

ACTIVITY:

Think about the different existing and potential partners that you have identified. You may want to think of these as "stakeholders". For example, these might include the local community, government, donors, and so on. Write all of the relevant people and organisations you can think of down on a piece of paper.

Now pick one of these partners and think about the specific issue you want to address from their perspective. Ask the following questions and take notes of your ideas:

- What are their needs and priorities?
- What common interests or objectives do you have?
- What are their strengths and areas of expertise?
- What value could they bring to your project?
- What would it take to get them more involved with your project?
- What might be the difficulties in working with them?

Repeat this for all of your existing and potential partners until you have explored how you might work effectively with each of them.

COLLABORATION IS CRUCIAL

By collaborating with partners, you ensure you get the most out of your relationship with them as possible.

For example, in terms of communicating climate change, there are a number of ways in which it could be beneficial for NGOs and media organisations to collaborate. Media representatives might traditionally contact NGOs for informational input, however they could also collaborate with NGOs to gain insights into their target community, tap into local knowledge and practices, and so on.

On the other hand, NGOs might typically contact media outlets to publicise their work or broadcast informational messages. Instead, they could engage media organisations to get ideas on how to use media effectively from the outset of projects to reach and interact with their audiences, and later to amplify the impact of their work.

NGOs and media organisations could also collaborate in the production of climate change communications. Partnering in this way could, for example, lead to the creation of more entertaining communications that better engage audiences while delivering accurate and locally relevant messages about climate change.

Communicating with Partners

You should regularly communicate with your partners, so they are aware of the work you are doing and the progress of the project. You might be doing some fantastic work on your project, but if you don't communicate this clearly to your partners there is a risk they may become less interested in what you are doing. Regular communication with stakeholders ensures they feel a greater sense of involvement, and is good for the long-term prospects of your project.

Defining Roles

When you decide to start working with partners it is important to define who is responsible for which elements of the project. This could be done at a set-up meeting or written down into a working document. If everyone is clear on their (and other people's) roles and responsibilities at the start of the project, it reduces the chances of people repeating work, or work not getting done, later on in the project.

Think about what you want to communicate to your partners. What good news stories are there to share? What do you want to ask for?

CASE STUDY:

Project: Various projects by Pakistan Poverty Alleviation Fund (PPAF)

Where: Pakistan

Link: http://www.ppaf.org.pk

Objectives: The main objectives of the projects are to improve people's access to natural resources, and to educate communities about disaster management and flood preparedness.

Target Audience: The projects target the poor and ultra poor living in flood prone areas in Pakistan.

Project Design: The local community is involved throughout the projects, initially receiving support from PPAF to identify and prioritise their needs. Later, partners are given ownership of the projects and assist community organisations to implement and maintain projects. For the projects, such as the Drought Mitigation and Preparedness Program (DMPP), community organisations were formed at the community, village and union council level to think collectively about their issues and how to solve them. These organisations have been set up and monitored mainly by PPAF's partners.

Communication: For DMPP the message is "Water is scarce, conserve it!"

Partners: PPAF has worked with 114 partners across Pakistan.

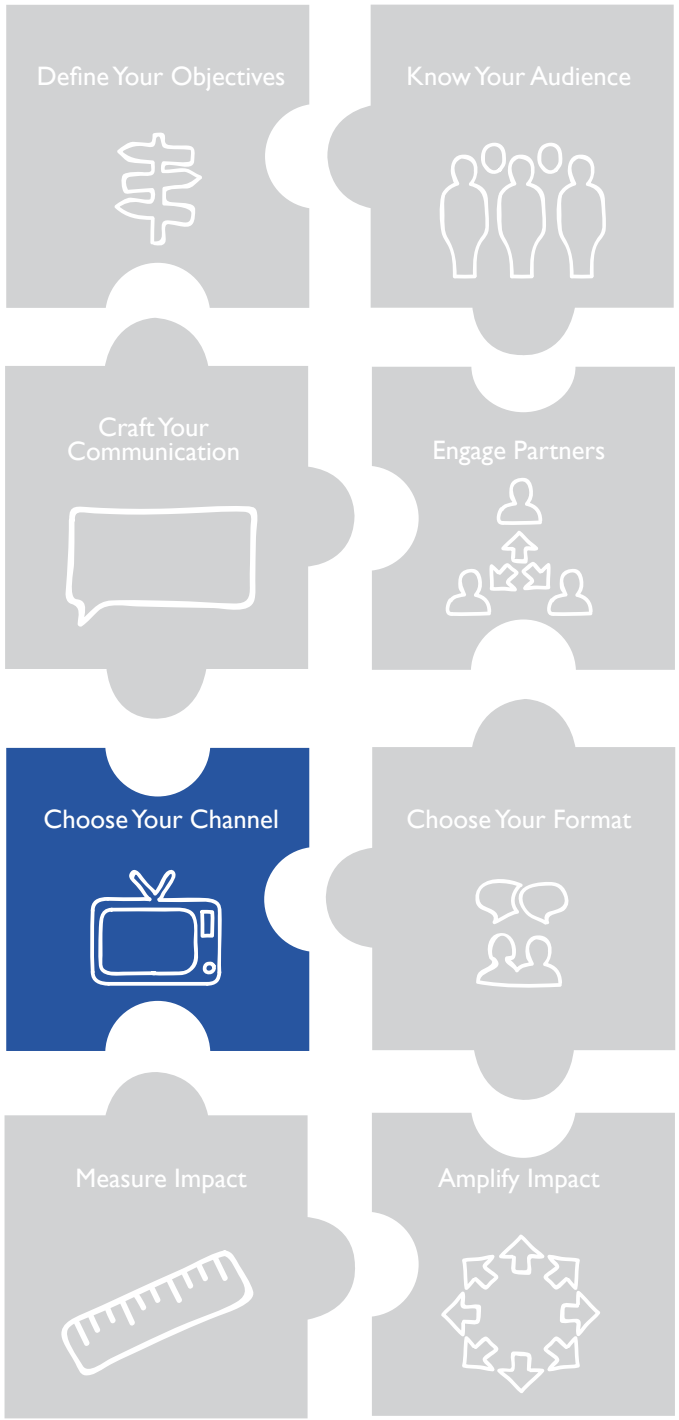
Channels & Formats: The projects use education, training sessions and demonstrations, as well as radio programmes and interactive theatre. Meetings were held with partner organisations and people living in the target communities to share their experiences and design content based on local realities.

Impact: The projects have increased social cohesiveness in the community by encouraging people to work together and develop a sense of ownership of communal assets. PPAF's work with partners has meant that its projects have exceeded their objectives because the communities' response has been much higher to partner organisations from their own local area. Another reason for the success of this approach is that the partners have a permanent local presence and can monitor the activities of community organisations.

NOTES:

Now that you have reached the end of the "Engage Partners" section, use this page to add notes on things you've learned and things to do next:

CHOOSE YOUR CHANNEL


Define Your Objectives
Know Your Audience
Craft Your Communication
Engage Partners
Choose Your Channel
Choose Your Format
Measure Impact
Amplify Impact

CHOOSE YOUR CHANNEL

CHECKLIST:

Are you using channels effectively?
Have you done the following?

- [ ] Considered the different channels available?
- [ ] Checked that your chosen channel is appropriate for what you want to communicate?
- [ ] Checked your channel's popularity and reach among your target group?
- [ ] Understood how your audience engages with your chosen channel?

EXPLORING THE AVAILABLE CHANNELS

A channel is the means that you use to deliver your content to your audience. There are many different channels for communicating with your audience. For example you may want to consider using one or more of the following:

- TV
- Radio
- Community radio
- Interpersonal communications
- Internet
- Print
- Mobile phone
- Film

A channel of communication can be one-way or two-way. For example, if you choose to communicate to an audience through an interactive channel, such as interpersonal communication, the communication might be two-way.

More and more people are using mobile phones to receive FM radio and SMS messages, as well as phone calls.

On the other hand, communicating to your audience through community radio is one-way because the audience is unable to directly respond or participate, unless they use another channel (for example a mobile phone).

It is important to consider all available channels before choosing one or more. For example, a one-way channel may be very useful in advertising a service or delivering a simple message, whereas an interactive channel may allow you to better engage with your audience and address more complex issues or decisions.

Understanding community dynamics

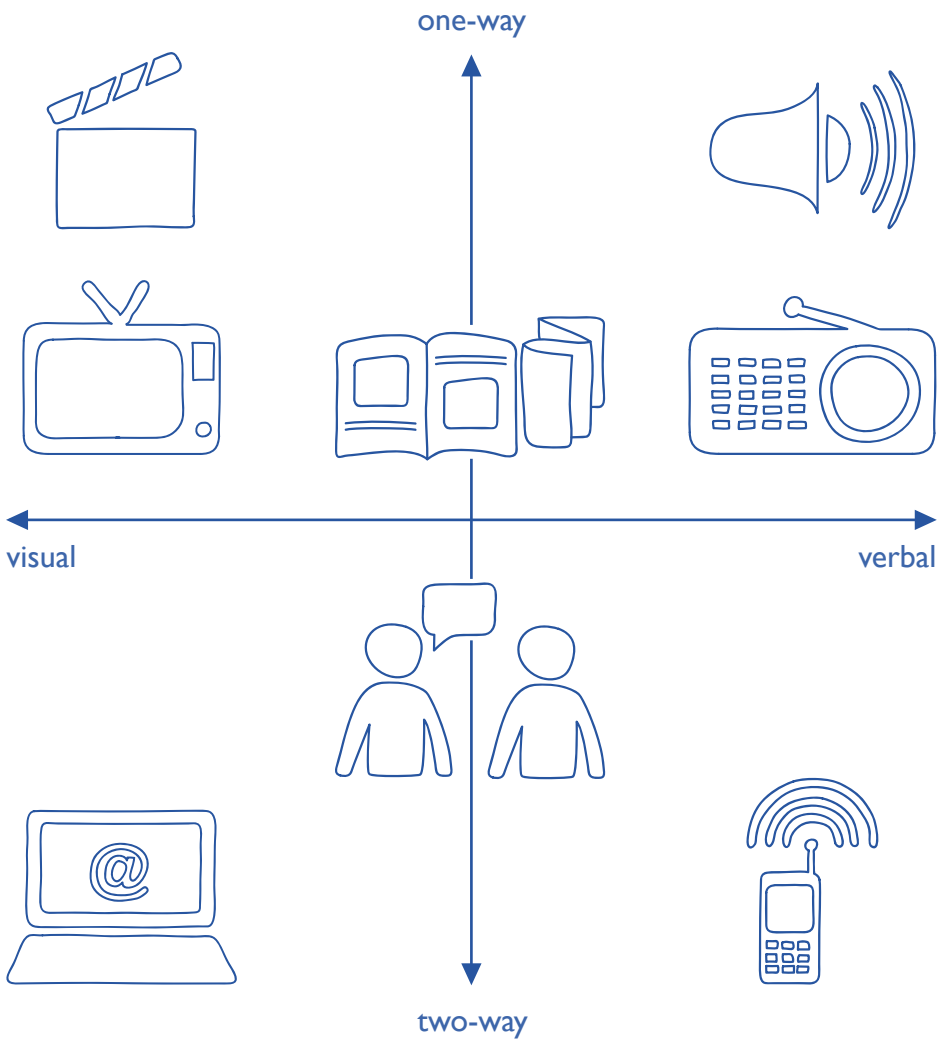
Climate Asia data showed that interpersonal communication was popular and highly trusted across all seven countries. However different communities share information differently – talking to different people e.g. families, friends, the village leader, and talking within different groups e.g. men, women, farmers' associations, NGOs. If you choose interpersonal communication as a channel, think about how your audience talk to each other, and who they talk to.

MATCHING CHANNEL TO CONTENT

Different content suits different channels. For example, it is appropriate to broadcast Public Service Announcements (PSAs) relating to extreme weather events on radio stations that are listened to by audiences in affected areas.

Different channels can also complement each other. For example, people might learn more through an interactive discussion based on a radio programme they have listened to, rather than just listening to the programme alone.

Think about what it is you are trying to communicate. Would you like to use a channel to directly tell people your message, or would you rather encourage your audience to debate or discuss an issue? Are you trying to communicate something visual or verbal? These factors might affect the channel or channels you choose to deliver your content.



REACHING THE RIGHT PEOPLE

Another thing to consider when choosing your channel is who is able to access it. For example, if you are trying to reach isolated rural communities, television might not work due to low levels of television usage, or printed materials might not work due to low levels of literacy.

You may think that you cannot use a channel (e.g. TV) because your team lacks the relevant expertise. However do not rule it out, you may be able to overcome this by establishing a partnership. For more guidance on how partnerships may add value to your project, see the "Engage Partners" section of this guide.

When you are sure that the people you want to communicate to can be reached by your chosen channel, bear in mind issues that may affect people's access. For example if you work in an area where there is load shedding, people may turn to radio because they cannot access TV (even if they prefer TV to radio).

Explore the number of people using different channels of communication, and how they use them, on the "Communication" section of the Climate Asia Data Portal.

ACTIVITY:

Take a large piece of paper and draw a person in the middle to represent a member of your target audience. Around this person, draw all of the channels they have access to. For example, this might include interpersonal (or 'face-to-face') communication, television, a mobile phone, and so on. Next, circle the channels that you currently use to communicate with your target audience and discuss with your team how you use these channels. Are there any ways you could use these channels differently?

Now look at the channels you didn't circle, i.e. the channels that your target audience has access to but that you do not currently use to communicate with them. Discuss the advantages and disadvantages of using each. Are there any new channels that you could use to communicate with your audience? In your opinion, what are the benefits of using a multi-channel approach?

DATA PORTAL ACTIVITY:

Step 1
Log on to the Climate Asia website at www.bbc.co.uk/climateasia. Hover over the "Explore the data" tab, and click on "Data Portal". Then select your country of interest from the seven focus countries – Bangladesh, China, India, Indonesia, Nepal, Pakistan and Vietnam.

Step 2
The Data Portal contains three different themes: "Context" "Audience" and "Communication". Each theme contains different sets of questions. Select the "Communication" theme.

Step 3
Explore the data to decide which channel, or channels, would be the best to communicate with your audience. Pay particular attention to the following question areas:

- Where people are already getting information on changes in the environment
- How trustworthy people find different sources
- Who people discuss these changes with
- How often, when and where people use media
- The most popular channels / stations / sites

Remember to select variables such as Age, Gender or Location (on the right-hand side of the page) so that you can see if the communications channels are right for your chosen audience.

My Data Findings:

CONSIDERING THE SOCIAL CONTEXT

After thinking about how your channel matches your content and reaches your audience, you may want to consider in more detail how much your audience trusts the channel you have chosen.

Trust is important because it could be linked to the audience's perception of the work you do. Communicating through a trusted channel may impact your reputation in a positive way, whereas picking an untrusted channel may have the opposite effect.

Your channel choice may also depend on the setting you want your audience to be in when they consume your content. For example, if you choose a channel that is consumed by families, they may be more likely to discuss the content together if they find it relevant. Similarly, audiences may recommend your content to friends and relatives if they also access your chosen channel.

If you are thinking of using a media channel of communication, you may also want to consider who has primary access to the channel. For instance you might want to target rural women but find out that it is the husband who owns the mobile phone, therefore it will be important to target men (and their interests) in the initial promotion of your project.

For more information on people's trust in different communication channels, check out the "Communication" section of the Climate Asia Data Portal.

When you have decided which channels you will use to communicate to your audience, note these down in the space provided.

My Chosen Channel(s):

CASE STUDY:

Project: CGNet Swara

Where: India

Link: http://cgnetswara.org

Objectives: The project provides a way for people living in communities with little access to technology, apart from mobile phones, to be able to communicate with the outside world and discuss and share information on local issues.

Target Audience: Poor and rural communities in India.

Project Design: The project was developed for poor communities where there is little access to mainstream media and technology and low levels of literacy. The project makes use of mobile phones which are widely used across India, even in remote and poor areas. The platform developed allows people to phone a number and record their news. Once a message has been recorded the messages are reviewed and approved by journalists. The approved reports are then made available to listen to by other people on their phones and online.

Communication: "A democratic communication platform can bring faster and lasting change in society".

Partners: International Centre for Journalists, USA

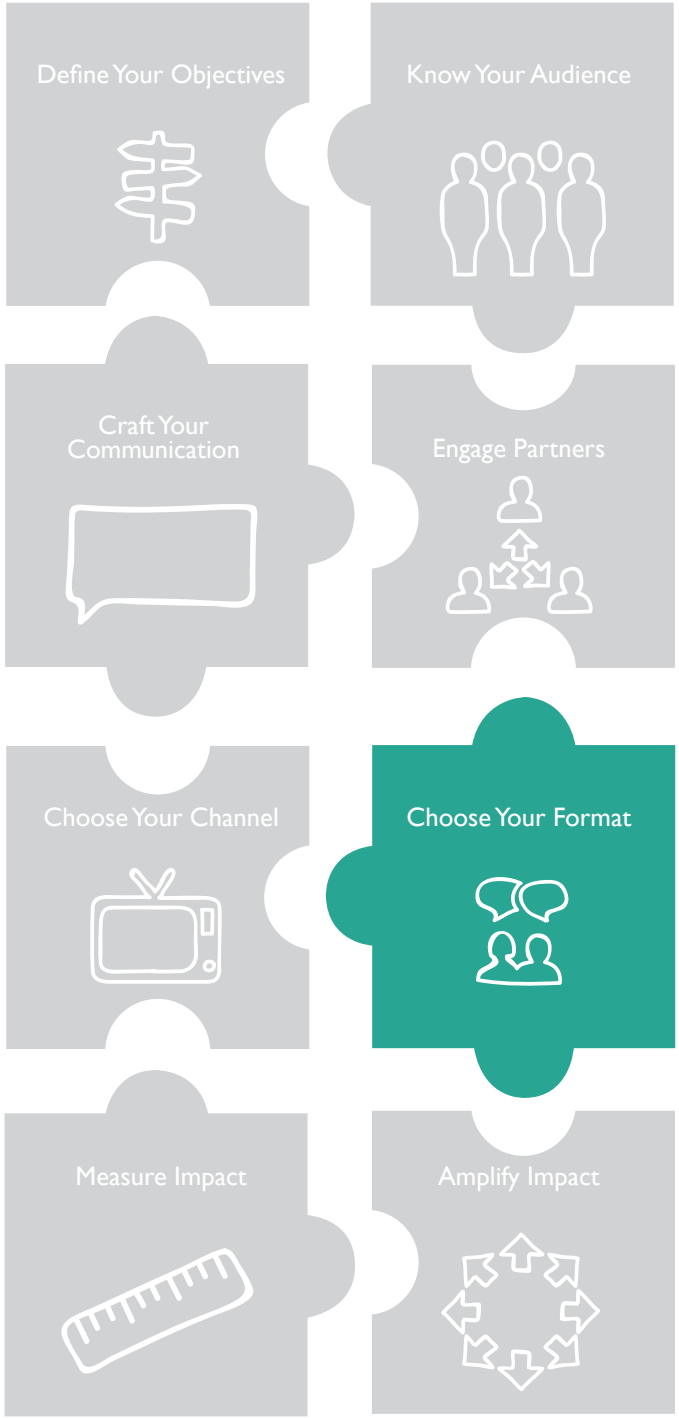
Channels & Formats: The project uses mobile phones to enable people to record and listen to news. The moderation team send a text message after each news report is published on the website to alert people that there is a new story to listen to. Selected stories are also sent out to the CGNet mailing list, posted on their blog and shared on Twitter, Facebook and other social media accounts.

Impact: The project has reached more than 12,000 unique listeners and the numbers of users have grown by word of mouth. Several of the reports have been picked up by the mainstream media, and it has been reported that some of these have had an impact on the local political process. The model can be applied in other countries and has been replicated in Indonesia.

NOTES:

Now that you have reached the end of the "Choose Your Channel" section, use this page to add notes on things you've learned and things to do next:

CHOOSE YOUR FORMAT


Define Your Objectives
Know Your Audience
Craft Your Communication
Engage Partners
Choose Your Channel
Choose Your Format
Measure Impact
Amplify Impact

CHOOSE YOUR FORMAT

CHECKLIST:

Are you using formats effectively?
Have you done the following?

- Considered the different formats available? ☐
- Checked your audience's preferred formats? ☐
- Made your format entertaining? ☐
- Made your format interactive? ☐

EXPLORING POTENTIAL FORMATS

A format is the way your content is packaged for delivery through your chosen channel. The type of format you choose will make a huge difference to the impact it has on your audience. This will be especially true if you match it with the right channel. For example, an entertaining format might work far better on television than on an SMS texting service.

There are many different formats for communicating with your audience. For example, if you want an audience to use less water, instead of simply announcing it to them it could be more compelling to create a song, play or joke about it. It is important to consider all available formats before choosing the one you wish to use. A long-running drama may be useful in approaching many different issues over a period of time, whereas a documentary may be useful for focusing on just one issue in-depth using a single programme.

It may well be that you have not used some formats before, or haven't contemplated combining two different formats together. If this is the case, think carefully about what these formats can offer and why they might be useful or suitable for your project.

For example, it is possible to create "factual entertainment" or "documentary drama". Often, a combination of different ideas can be more exciting than one idea alone.

ACTIVITY:

Within your team, divide into small groups or pairs. In your groups, try to think of as many different formats as you can, writing each one on an individual sticky note. Have a competition to see which group can think of the most formats!

When you have finished, compare your results and put all the format ideas together. Which group came up with the most ideas? How many different formats did you come up with in total?

Next, look at the Climate Asia Communication Cards and compare your ideas to the "Format" cards. Do the cards include any formats that you didn't think of? And did you come up with any formats that aren't represented on a card? In this case, draw the additional format on one of the blank cards to add it to the set.

EXPLORING AUDIENCE PREFERENCES

There are so many different formats to choose from that it can sometimes be difficult to choose the best one for you. If someone suggests that you use a particular format, consider the evidence behind their suggestion and think about whether it's what the audience really wants.

Audiences may find new formats interesting, whereas old formats can sometimes be perceived as uninteresting because people have seen them before.

You may not need to develop a dedicated format specifically for communicating climate change. You can incorporate new themes into existing formats. For example, if you are thinking about creating a radio programme, rather than developing a new documentary about climate change, why not integrate climate-related storylines into a popular drama series?

To explore the format preferences of your target audience, check out the Climate Asia Data Portal.

You can use the Climate Asia Communication Cards to explore format preferences with your target audience directly. Full details on how you can do this are included in the card instructions.

Seeing how familiar characters are affected by and respond to an issue might make these issues easier for audiences to relate to. This in turn could also mean you meet your objectives, such as encouraging discussion around a particular topic, or encouraging a certain type of behaviour.

Climate Asia data shows the popularity of drama as a format. For example in Bangladesh one group of women explained why they liked TV dramas:

"The dramas and the serials… I don't see any other programmes reflecting life…"

– Climate Asia respondent, Bangladesh

"Yes, many of the dramas perfectly match with our lives…"

– Climate Asia respondent,

MAKE IT ENTERTAINING

Disseminating information that is important for your audience while also entertaining them means that your audience is more likely to continue consuming your content, and may also be more interested in approaching the issues you are trying to communicate.

Different audiences prefer different formats. In order to create successful content, your choice of format must reflect the preferences of your audience.

If your content is intended for children and young people, something like a cartoon or animation might appeal to them far more than a drama. This demonstrates that it is important to focus not just on what your message is, but how you package it. If you want to share information with people, don't just think about what you want to say, but how to get other people to listen.

"There's some music, some humour, because if it's too formal people will be lazy and not watch. No-one would be interested."

– Climate Asia respondent on why a youth entertainment programme is a good format

ACTIVITY:

To explore what formats your audience would like, and why they like them, you may want to do some scoping research with your audience. One exercise that can be very informative is to ask participants to design their ideal communication for understanding how they can respond to changes in climate.

For example, if they designed a TV drama you can ask them:

- Why did you choose TV?
- Why did you choose a drama?
- Why do you think a drama would be more effective than other formats?
- Who do you think the programme would appeal to? Why?
- What might the story line and characters be?

INVOLVE YOUR AUDIENCE

> "The community should be put in the driving seat for ownership of projects and also to have sustainable development."
>
> – Uzma Nomani, PPAF, Pakistan

If your aim is to inspire people and encourage discussion around a particular topic, consider how you can make your format interactive. Interactive formats actively involve the audience and encourage them to participate, meaning that they often have greater impact.

An interactive format can be created across many different channels. For example, a radio drama is not an interactive format in itself. However, if audience listening groups are created in conjunction with the radio format, an element of interactivity can be introduced through audience discussion and shared learning.

Audiences can participate at many different levels. They can participate in phone-ins, discuss issues raised by programmes, or they can participate more directly. You might want to consider a participatory format where communications are developed or implemented together with the audience. For example, this could be the case if a programme is made about improving a village's resilience to flooding. In this scenario it is likely that the village will have the necessary skills to be more resilient after they finish making the programme.

Even if you cannot directly involve your audience in the communication, you could include examples of people in the programme that are similar to the audience. This would make the audience feel involved, even if they are not directly interacting with the programme.

When you have decided which formats you will use to communicate to your audience, note these down in the space provided.

My Chosen Format(s):

CASE STUDY:

Project: "Adapting to Climate Change – Community Communication Project" by UNIAD

Where: Vietnam

Link: http://thichungbiendoikhihau.uniad.com.vn

Objectives: The project aimed to increase people's awareness of climate change and its impacts, and to provide information about how they can take action to adapt to climate change.

Target Audience: The teams taking part in the competition were students in the first year, and farmers in the second year, representing sections of the Vietnamese population who are affected by climate change. The project also targeted the local community where the competition took place, and the general public through the television game show programme.

Project Design: The project developed a competition format for 18 teams from different locations combined with the production and broadcast of an infotainment game-show television series. The project also designed activities to attract local audiences to the events. Educational messages about climate change were communicated to audiences throughout the project's activities.

Communication: For students: "Keep our planet green". For farmers: "Green agriculture, clean/safe agriculture products".

Partners: The project has partners in the private sector, donors/NGOs, and regional television stations in Vietnam.

Channels & Formats: Team competition, a 30-minute television game show programme broadcast across Vietnam, distribution of banners and leaflets, bicycle processions, and the media.

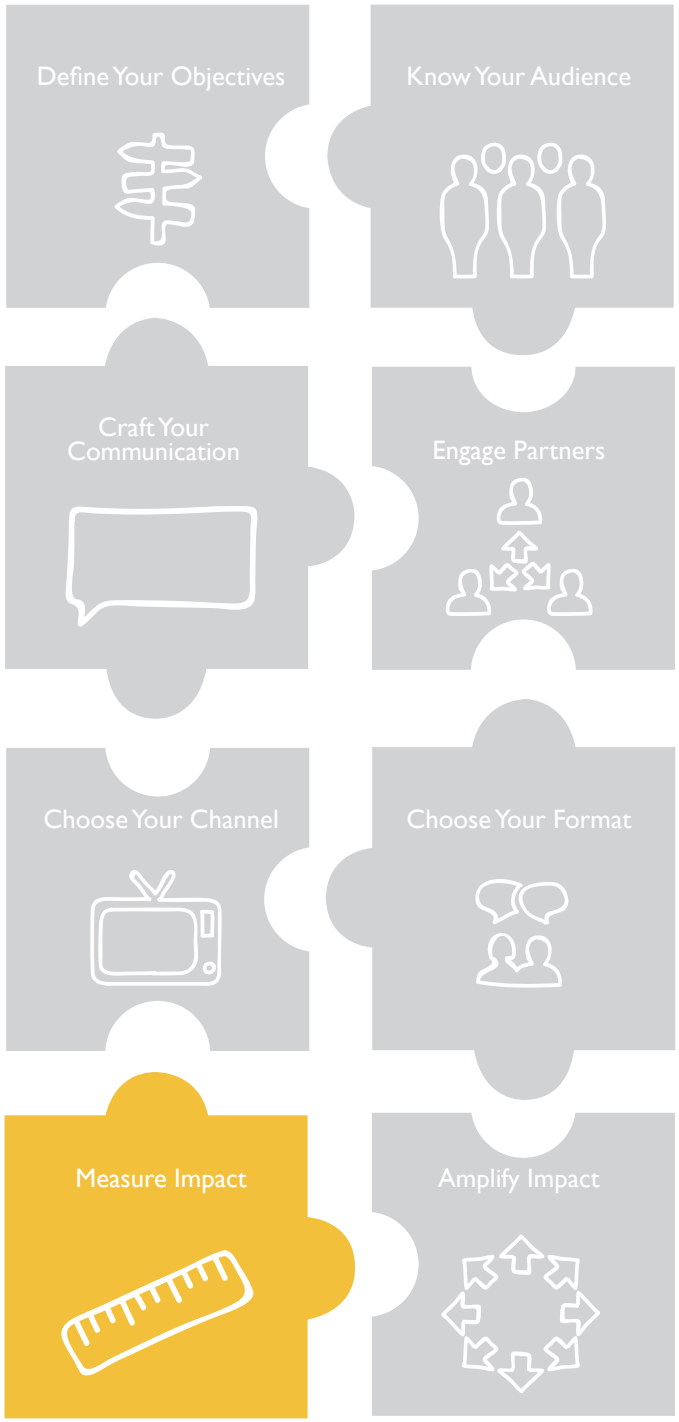
Impact: The initial project proposal won the World Bank's Vietnam Innovation Day 2010 to implement activities in Year 1. Results gained allowed the project to mobilise support for Year 2 from the private sector and the media. In the first year, the teams came from three provinces and the TV programme was aired in six provincial stations. In the second year, the teams came from 15 provinces, and 11 provincial stations broadcast the game show.

NOTES:

Now that you have reached the end of the "Choose Your Format" section, use this page to add notes on things you've learned and things to do next:

NOTES:

MEASURE IMPACT


Define Your Objectives
Know Your Audience
Craft Your Communication
Engage Partners
Choose Your Channel
Choose Your Format
Measure Impact
Amplify Impact

MEASURE IMPACT

CHECKLIST:

Are you ready to measure the impact of your project?
Have you done the following?

- Decided what you want to know? ☐
- Developed measurable key indicators? ☐
- Established which research method you are going to use? ☐
- Set out the process of data collection? ☐
- Thought about how to report results and to whom? ☐

DECIDING WHAT YOU WANT TO KNOW

Before starting to measure the impact of your project, think about what it is exactly that you want to know. This should be closely related to the objectives of your project and the outcome(s) you have set to achieve. Perhaps you want to measure how many people you have reached or if people's knowledge has increased.

When your project is funded by a donor, it is useful to involve them in this process early on. They are likely to have areas that they are interested in, and may have stated what the key indicators for success are.

Use the space provided to write down what you want to measure and what information you need.

TIP

Revisit your project objectives to decide what you want to measure and what information you need.

What I want to measure:

What information I need:

DEVELOPING MEASURABLE KEY INDICATORS

Once you have decided what you want to know, you can develop your key indicators. Indicators do just that, they indicate that a change has or hasn't happened.

What is the difference between an objective and an indicator?

An objective is the broad aim of the project. For example, improving people's ability to respond to a flood. The indicator is the way to measure this. For example:

- Ten training centres to have been set up
- 30% of people feel they have better access to training on flood response
- 30% of people feel they have more knowledge on what actions to carry out during a flood

You should base your indicators on the specific expected outcomes for the project that are quantifiable and measurable. Make sure each indicator is well-defined, preventing any overlap.

It is important to be realistic in this process. What can your project really achieve given the scale, budget and time available to you?

TIP

Make sure your key indicators are well-defined, quantifiable and measurable.

Defining a clear set of indicators will help conduct a focused assessment that will give you the information you need and will prevent you from gathering data that is of no use to you. There are two types of indicators:

- Monitoring indicators, which record what your project has delivered, such as the number of people who have received training.
- Impact indicators, which measure the success of the project. For example, the percentage of people who have knowledge on how to prepare for a flood as a result of your training.

An example of a short-term impact indicator could be the percentage of the target population discussing programme content with others, while a long-term impact indicator could be the percentage of the target population who believe they can work with their community to prepare for extreme weather events.

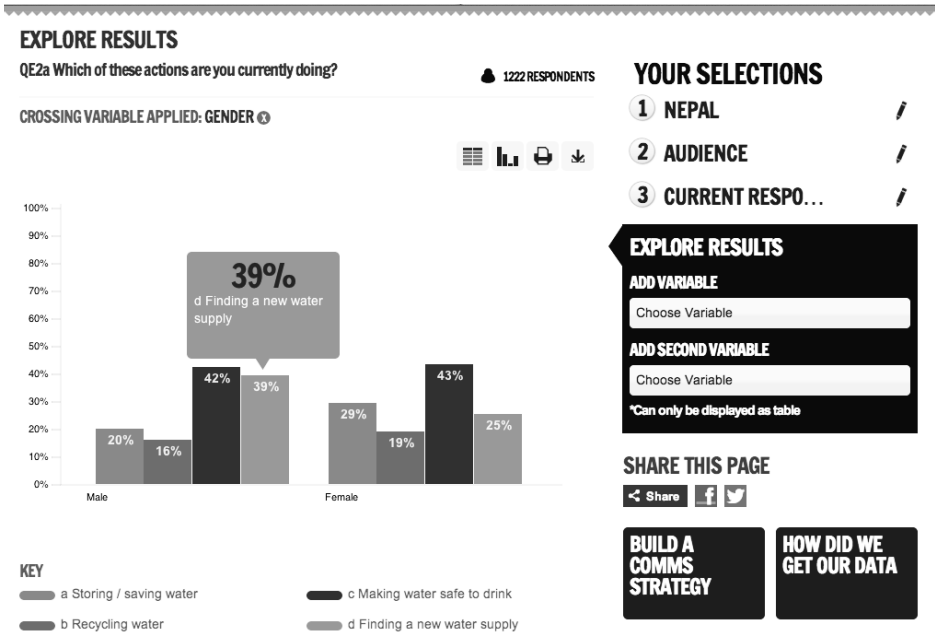
You can use the Data Portal activity on the next page to identify key indicators from the Climate Asia data. After you have had a practice run, you can create your own set of indicators linked to your project objectives.

DATA PORTAL ACTIVITY:

Step 1
Log on to the Climate Asia website at www.bbc.co.uk/climateasia. Hover over the "Explore the data" tab, and click on "Data Portal". Then select your country of interest from the seven focus countries – Bangladesh, China, India, Indonesia, Nepal, Pakistan and Vietnam.

Step 2
The Data Portal contains three different themes: "Context" "Audience" and "Communication". Each theme contains different sets of questions. From these questions, choose those that could help you evaluate whether or not the stated objective has been met. For example, imagine your project objective is to have 30% of the target audience to know how to respond to water shortages by the end of the project. Go to the "Audience" section of the Data Portal to see what knowledge of water actions is among your target audience, e.g. females aged 15-24 in Nepal.

Step 3
Once you've identified some questions, transform them into key indicators by making them:
1) well-defined;
2) quantifiable; and
3) measurable.
Write these indicators down in the space provided. For example, knowledge of water actions will increase from X% to Y% as a result of this project.



My Developed Key Indicators:

CHOOSING A METHODOLOGY

Now you know what you want to measure and what questions you want answered, you need to decide which methodology suits your project assessment best.

Depending on what you want to know, the scale of your project and the budget, time and expertise available to you, you can choose a survey or a qualitative method such as focus groups or in-depth interviews.

A survey is used to get standardised information from many participants. These participants are sampled to represent a specific group, e.g. people who have been reached by your programme. To do this, a sampling plan is designed. This allows for statistical analysis of data and comparison of groups. You will be able to give numerical data to support your indicators, e.g. the percentage of people who have seen your programme and have discussed information. Moreover, a survey can be reproduced to track and measure impact over time.

Qualitative methods actively involve your target group in the assessment, e.g. through focus groups, in-depth interviews and community assessments. Examples of these tools can be found on the Climate Asia website.

For qualitative research, the number of participants is usually relatively small and should be members of your key target audience. Rather than using a standardised questionnaire, qualitative sessions have broad aims and questions that are adapted to take into account people's responses. This form of research can bring richer, in-depth information as to how and why your project did (or did not) reach its objectives.

Information on the Climate Asia survey plan, and other research tools such as focus groups, in-depth interviews and community assessments, can be found on the Data Portal.

CHOOSING A METHODOLOGY

If you have the resources, you could use a mixture of surveys and qualitative research. Together they can provide a more complete picture of the impact your project had and how this was achieved.

In order to decide what methods work best for your evaluation, you need to think about the sort of information each approach will give you; how they relate to your key indicators; the expertise available within your organisation; and the time you have.

Try the activity on the right with your team to come closer to deciding the best methods for your evaluation.

ACTIVITY:

Firstly, brainstorm on the different ways you can gather information for your key indicators. Write these down. Think about what kind of information each approach will give you. How is this compatible with your indicators? E.g. do the indicators require information that is in-depth or that can be replicated at different times?

Secondly, make a list of experiences your organisation or your team have had in doing surveys and in qualitative methods. Then note down if the materials for these previous projects are still available to you or if the people who worked on these projects are still working within your organisation.

Finally, draw a timeline for your project evaluation. How much time do you have to prepare, execute and report on the evaluation? Think about how much you can realistically do in that amount of time. Is it possible to survey the set amount of respondents or hold the intended number of focus groups? How can possible obstacles be solved?

COLLECTING DATA AND REPORTING RESULTS

Make sure you have a plan for the way you are going to collect your data.

Important issues to think about if you are conducting a survey include the timeframe for preparation; field work and analysis; how many respondents you want and how you will select them; if you need to have multiple measurements; and of course, what your budget allows you to do. Commissioning a market research agency is often the best way of conducting a survey.

Spend time on developing the questionnaire you are going to apply, perhaps looking for appropriate materials used previously in your or other organisations. It is important to train your data collection team to make sure you get the information you need. For surveys, there are procedures that need to be followed to make sure meaningful statistical analysis can take place, for instance on how you select your respondents.

If you are conducting focus groups, in-depth interviews or using community participatory techniques, you will need to think of the broad question areas and activities that you would like people to be involved in.

TIP

Make sure your surveyors and/or facilitators are trained on the proper data collection process so you get the information you are looking for.

Reporting on Results

Think about how you are going to report your results. Essentially, it is coming back to the questions: who is your audience and what is your message?

Look at your results and answer the following questions:

- What does it show about the impact you have been able to achieve?
- What have you learnt that will help you improve your programmes in the future?
- What can you use to help you with business development?
- Consider how the impact measurement results will be used. Is it an internal or external document? Is it going to be publicly available?

TIP

Search for appropriate materials used previously in your or other organisations for evaluations. You do not need to re-invent the wheel.

CASE STUDY:

Project: "Promotion of Energy Efficient Cooking, Heating and Housing Technologies (PEECH)" by Aga Khan Foundation

Where: Pakistan

Link: http://undp.org.pk/promotion-of-energy-efficient-cooking-heating-and-housing-technologies.html

Objectives: The main aim of this project is the reduction of the total annual CO_2 emissions of 22,000 households from 242,000 tons to 116,160 tons. Through efficient use of fuel wood and energy-efficient housing construction technologies, it also aims to improve household economies, provide health benefits and make life easier for women and children who have to collect firewood.

Target Audience: The project targets vulnerable and hard-to-reach populations in the high mountain regions of northern Pakistan. 95% of the population rely on timber to build houses and for energy.

Project Design: The organisation involved its audience when developing the project. Consultative workshops were held with target communities to discuss the issues tackled by the project; an increase in fuel consumption and related socio-economic degradation.

Communication: Messages were developed around the benefits of adopting new technologies, such as "PEECH products save money, save time spent in fetching wood, create healthy indoor environments".

Partners: Aga Khan Planning and Building Services, UNDP

Channels & Formats: The project provided information and raised awareness using door-to-door campaigns, SMS, road shows, radio talk shows, workshops, banners and large billboards.

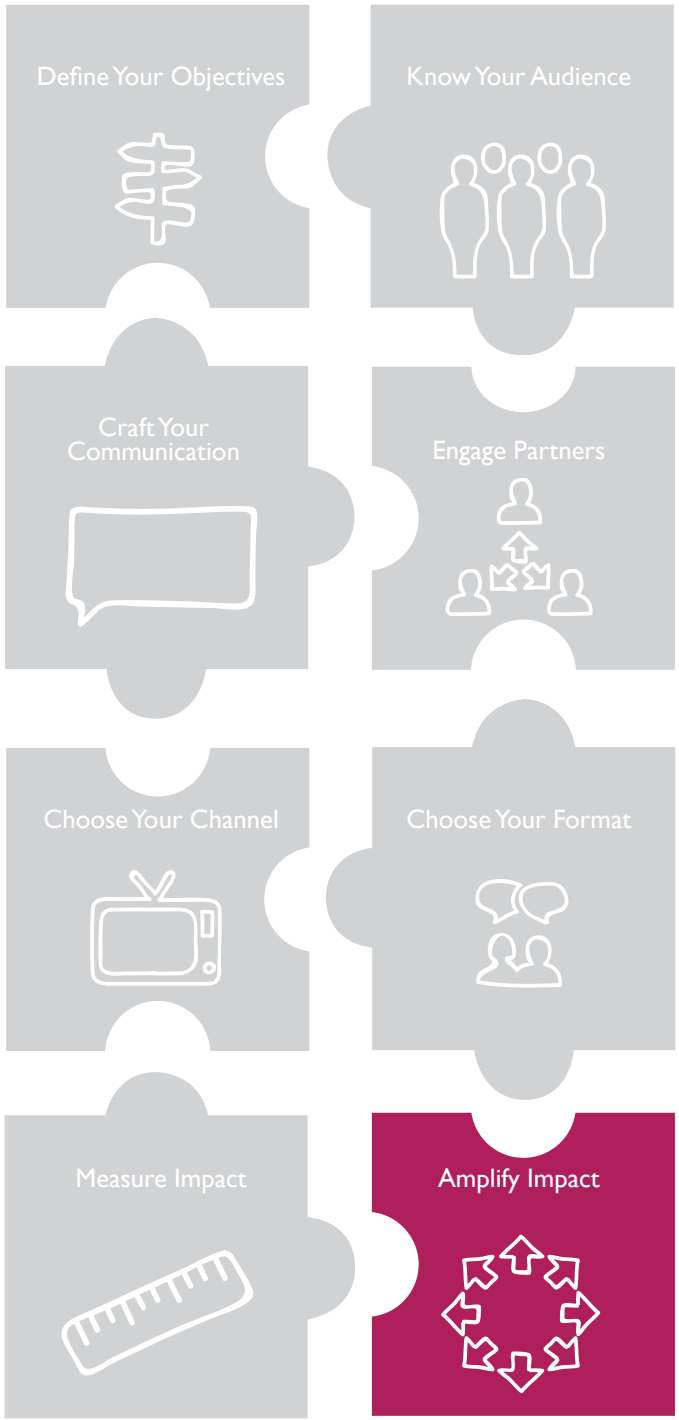
Impact: The project had a specific target audience and number of people to reach, as well as a target reduction in CO_2 emissions. Baseline and Midline impact surveys were conducted and the measured reduction in CO_2 emissions shows that communities in the area have adopted the new technologies introduced. In addition, the project brought about health benefits for the target community due to not inhaling toxic fumes from traditional fuel sources; income generation for those supplying the new technologies; and a reported increased saving by households of up to $0.70 per day.

NOTES:

Now that you have reached the end of the "Measure Impact" section, use this page to add notes on things you've learned and things to do next:

NOTES:

AMPLIFY IMPACT


Define Your Objectives
Know Your Audience
Craft Your Communication
Engage Partners
Choose Your Channel
Choose Your Format
Measure Impact
Amplify Impact

AMPLIFY IMPACT

CHECKLIST:

Are you amplifying the impact of your project?
Have you done the following?

- Considered how to go beyond the scope of your project? ☐
- Thought about scaling up or rolling out your project? ☐
- Shared what you are doing with other organisations? ☐
- Thought about how to raise additional funds for your work? ☐
- Actively publicised your project or monitored your media coverage? ☐

GOING BEYOND THE SCOPE OF YOUR PROJECT

When designing your project strategy, it is important to think about "what happens next". While your project is likely to have a defined scope, there are ways in which you can maximise the positive impact that you have.

In order to create long-lasting impact, it is vital to think about the sustainability of your project. What is the legacy that your project leaves behind? If you have been working in a particular community, what happens when you leave? Fostering community ownership of projects (for example, through the use of participatory formats) is one way of designing sustainable impact into your project from the outset.

Moreover, while it is important to define objectives that are realistic and that will allow you to measure the impact that your project has achieved, it is worth taking some time to think beyond this initial scope. How might you increase the impact of your project now and in the future? There are many ways that you can potentially amplify the impact of your work, and this can often be less labour-intensive than you might initially think.

ACTIVITY:

Think about where you want your project to be in two years' time. Think about what is different between your project vision and your project now. Write these differences down, and write down the different things you feel need to happen to get your project from where it is now to where you want it to be.

THINKING OF SCALE

One way to amplify the impact of your work is to scale up or roll out your project. If your project is a success at the scale you have initially implemented (i.e. you have met or exceeded your objectives), you may want to consider launching the project at a larger scale.

If this is an option that you are thinking about, you need to consider if your communications are relevant at a broader level. You might currently work with a community that you know extremely well, but do you know if the issues they face are representative of the wider population?

Carrying out research will be essential in answering this question. In this way you can see if your communications might be applicable to a wider audience, and therefore amplify the impact of your work.

It may be that your project model needs adjusting slightly in order to apply it in a different region or at scale. Carrying out research will also help you to determine what changes might be suitable, for example you might want to keep the same channel and format but adapt the theme and message to be more relevant in different locations.

Why not use the Climate Asia Data Portal to compare your own research findings and insights with our national and regional data?

DATA PORTAL ACTIVITY:

Step 1

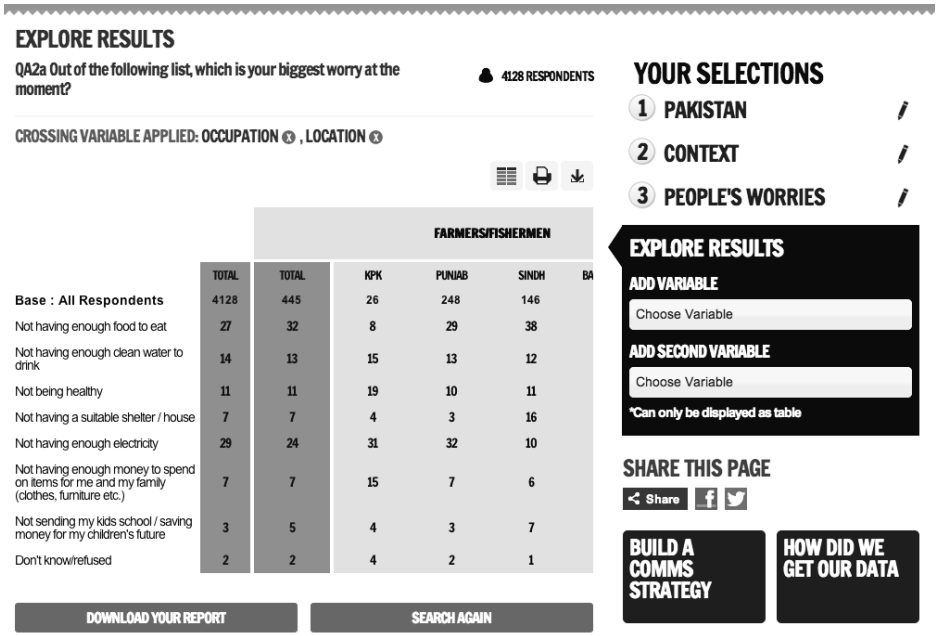
You can use the Data Portal to see if your project could be used with additional groups of people to amplify its impact. Log on to the Climate Asia website at www.bbc.co.uk/climateasia. Hover over the "Explore the data" tab, and click on "Data Portal". Then select your country of interest from the seven focus countries – Bangladesh, China, India, Indonesia, Nepal, Pakistan and Vietnam.

Step 2

Explore the questions using the "Variables" function on the right-hand side of the page to see if there are other groups of people that are similar in their responses to your audience. Do they have the same issues or barriers as your audience? Are they responding in a similar way? Do they use the same channels of communication to get and spread information? You may want to look at how your audience compares to the whole country, and how your audience compares to other regions (if your audience is geographically grouped).

Step 3

If there are some similarities but also some differences between your audience and another group, write down what each of the differences are. Next to each difference, write down what you would have to change in your current project design in order to impact this new group. Look at the changes you would have to make and consider if making these changes would be possible, or if they are too large or too many to be possible.



EXPLORE RESULTS

QA2a Out of the following list, which is your biggest worry at the moment?

4128 RESPONDENTS

CROSSING VARIABLE APPLIED: OCCUPATION , LOCATION

		FARMERS/FISHERMEN				
	TOTAL	TOTAL	KPK	PUNJAB	SINDH	BA
Base : All Respondents	4128	445	26	248	146	
Not having enough food to eat	27	32	8	29	38	
Not having enough clean water to drink	14	13	15	13	12	
Not being healthy	11	11	19	10	11	
Not having a suitable shelter / house	7	7	4	3	16	
Not having enough electricity	29	24	31	32	10	
Not having enough money to spend on items for me and my family (clothes, furniture etc.)	7	7	15	7	6	
Not sending my kids school / saving money for my children's future	3	5	4	3	7	
Don't know/refused	2	2	4	2	1	

DOWNLOAD YOUR REPORT

SEARCH AGAIN

YOUR SELECTIONS

1 PAKISTAN

2 CONTEXT

3 PEOPLE'S WORRIES

EXPLORE RESULTS

ADD VARIABLE

Choose Variable

ADD SECOND VARIABLE

Choose Variable

*Can only be displayed as table

SHARE THIS PAGE

Share

BUILD A COMMS STRATEGY

HOW DID WE GET OUR DATA

My Data Findings:

SHARING BEST PRACTICE

It may be the case that your project is applicable at a broader level but your organisation is not in a position to scale up operations. In this case, you may be able to amplify the impact of your work by sharing best practice with other organisations. In this way you can enable other organisations to replicate your project or copy aspects of your work.

Think about the different ways you can share knowledge with others, and what organisations might be interested in what you're doing. You should also consider what best practice your project has to offer – for example, can others learn from your methodology as well as the final programme you have developed?

There are a number of ways to share best practice, and this will depend on the organisations you wish to engage with and the relationship you already have with them. If it is an organisation you already know well and currently work with, you might want to share knowledge and experiences by having an informal chat. If you want to network with a wider range of organisations, you might want to consider attending national and international events such as conferences. You could also publish documents via your website, such as details of your methodology and tools you have used (e.g. questionnaires), as well as information about your project itself.

RAISE MORE FUNDS

Often there will be financial barriers to getting your project in the shape you want it to be. Donors (organisations who donate money to charities) can often be very good sources of income, and may be necessary stakeholders in your project realising its full potential.

Donors allocate funds based on their priorities and the changes they want to see in the world. Take time to research how other projects in your region are funded, and think about the sort of donors you should be approaching. For more information on how to do this, see the "Engage Partners" section of this guide.

You may also want to think about how to win political support for your project. Projects with high-profile sponsors or champions are more likely to create more of a buzz and attract more funding. Think about well-known individuals who you could approach to be your patron, and how this might help you reach your longer-term goals. Having high-profile sponsors may mean that your project is more successful in applying for grants or loans allocated by donors.

TALK TO THE MEDIA

Think about talking to the media to help you to achieve your aims. The media can be very helpful in raising your profile and opening the door to a broader number of sponsors and donors. When approaching the media, be very clear about the story you are offering them.

For example, you might want to think about the following themes:

- Innovation: How has your project found new solutions to old problems?
- Human triumph: How have participants in your project overcome adversity and achieved a successful outcome?
- Local stories with national significance: Are there any lessons from your project on a local level that apply on a national scale?
- Human interest: Does the story of one person embody your project's aims and ambitions?

Also consider approaching the media at different stages of your project. At the beginning of the project, you will have a strong aspirational story to tell about what you wish to achieve. In the middle stages of your project, you will have great stories to tell about how you are engaging your community and taking action. In the concluding stages of your project, you will be able to look back at what you have achieved and clearly set out your hopes for the future.

CASE STUDY:

Project: Technology and Social Organisation to Amplify the Effectiveness of Agricultural Extension by Digital Green

Where: India

Link: http://www.digitalgreen.org

Objectives: The overall objective of the project is to improve the livelihoods of farmers, increasing food security and reducing rural poverty. It is an ICT-enabled communication model for behaviour change, helping farmers to change behaviours by experimenting with and adopting new farming techniques.

Target Audience: The project targets small-scale farmers with limited access to reliable and locally relevant agricultural knowledge.

Project Design: The project produces videos of farmers sharing their experiences of using improved and new farming practices. The content of the videos is largely determined by the community's needs.

Communication: "Transform the lives of rural communities around the world by leveraging technology with social organisation."

Partners: Digital Green's partners in India include NGOs and government agencies. The project also works with local universities and international research agencies to ensure the sustainable agricultural practices are tailored to the region.

Channels & Formats: The project uses short videos, which are shown in villages by local mediators who explain the techniques and answer questions. The videos are then available to watch online.

Impact: The excitement of seeing local farmers on screen and learning about new technology has motivated people to make changes. By joining up with the existing agricultural development activities of NGOs and government initiatives, the project impact has been amplified. The videos are disseminated to similar communities, involving facilitated discussion, training and supervision. The project has now been scaled up to seven states in India and to Ethiopia and Ghana. The project is also making the wider public aware of the realities of rural livelihoods through social media channels, and Digital Green publishes its findings on ICT-based communication models for behaviour change.

NOTES:

Now that you have reached the end of the "Amplify Impact" section, use this page to add notes on things you've learned and things to do next:

NOTES:

COMMUNICATING CLIMATE CHANGE:

CONCLUSION

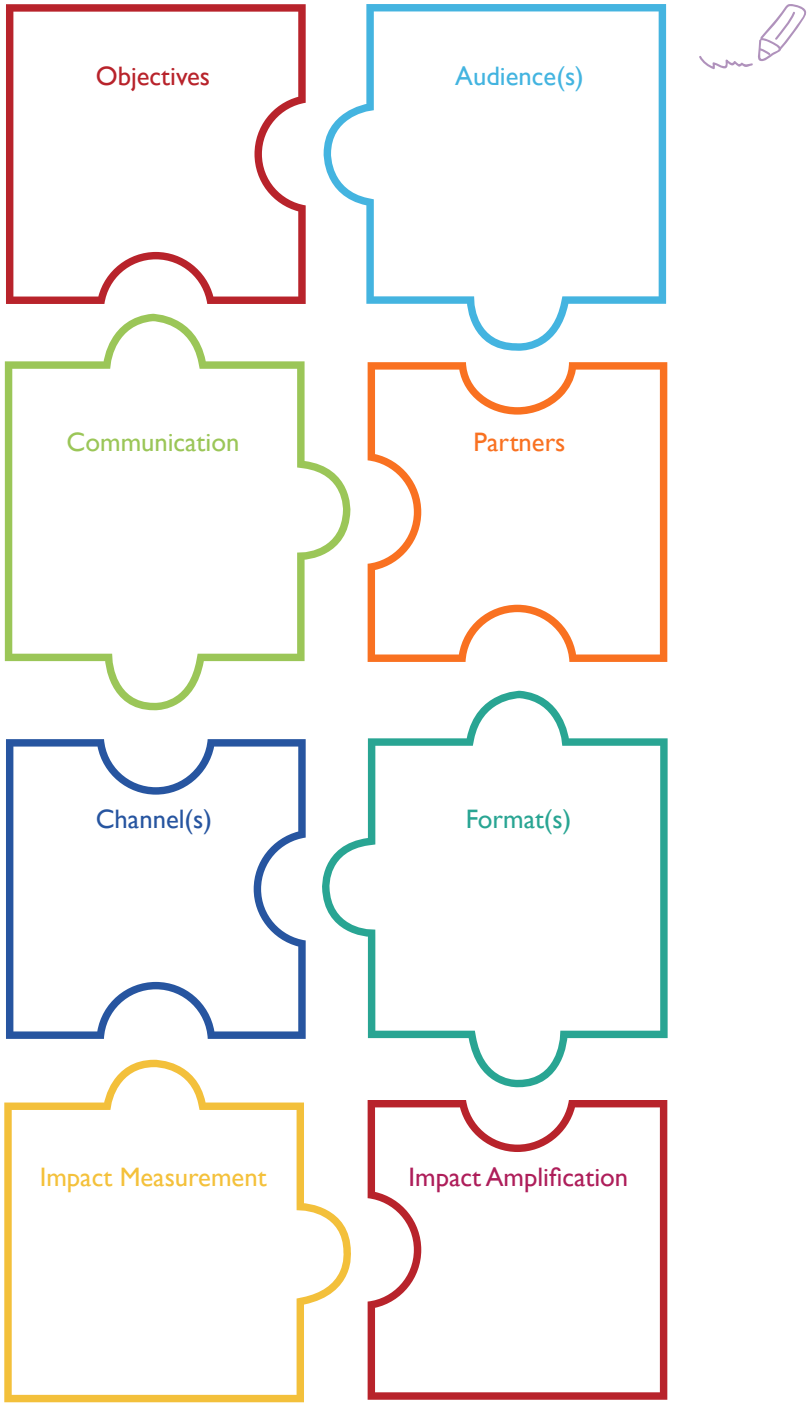
DOCUMENT YOUR STRATEGY

Now that you've explored all of the elements that make up a complete communications strategy, you can use the Communications Jigsaw as a template to capture your new or evolved strategy.

Use key words, bullet points and sketches to capture your strategy visually.

ACTIVITY:

Get eight pieces of paper (different colours if possible) and write one of the eight elements on each piece, as shown on the right. Summarise your strategy for each element by writing on each piece of paper, or by adding sticky notes and other materials. When you have finished, stick these posters up on your wall for reference. As you develop your project, keep referring back to your posters. For every decision you make, ask yourself "Is this true to my strategy?".



ACKNOWLEDGEMENTS

Communicating Climate Change: What You Can Do
1st edition, September 2013

BBC Media Action would like to thank everyone who agreed to be interviewed and take part in the Climate Asia project. All Climate Asia data and findings, including this guide, the research reports, Data Portal and information on our research methods are available from **www.bbc.co.uk/climateasia**

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This guide is part of the Climate Asia project funded by the UK Department for International Development.

Design and co-creation

The guide was developed, designed and written by Jenni Parker: **www.jenniparker.com**

Contributions: Leonie Hoijtink, Steve Lipscombe, Naomi Stoll, Sonia Whitehead and Damian Wilson

Graphic design by LONO Creative:
www.lonocreative.com

The authors thank the following organisations for their collaboration in co-creating and prototyping this guide:

Care International in Vietnam
Oxfam in Vietnam
Oxfam Novib in Pakistan
NepalTV
WOTR, India

BBC Media Action is registered in England and Wales under Charity Commission number 1076235 and Company number 3521587.

Registered office: Broadcasting House, Portland Place, London W1A 1AA, United Kingdom

Tel: +44 (0) 20 8008 0001
Fax: +44 (0) 20 8008 5970
Email: media.action@bbc.co.uk
Climate Asia website: www.bbc.co.uk/climateasia
BBC Media Action website: www.bbcmediaaction.org

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