



Bridging the Gap: IEC 4 LGBTI

A Handbook to Support Strengthening of Organisational Capacity
in Developing Information, Education and Communication
(IEC) Materials for Lesbian, Gay, Bisexual, Transgender and
Intersex (LGBTI) People in Southern Africa

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Acronyms

ART	Antiretroviral Therapy
FGD	Focus Group Discussion
LGBTI	Lesbian, Gay, Bisexual, Transgender, Intersex
PMTCT	Prevention of Mother-to-Child Transmission
SRH	Sexual and Reproduction Health
STI	Sexually Transmitted Infection

Introduction

1. About this Handbook

Why has this Handbook been developed?

The **'Bridging the Gap: IEC 4 LGBTI' Handbook** has been developed to support organisations working with lesbian, gay, bisexual, transgender and intersex (LGBTI) people in southern Africa to develop effective IEC materials. Recognising and addressing the needs of LGBTI in southern Africa is a relatively new field for many organisations. The need to do so has, in part, come about because of the identified lack of adequate access to information and services specifically for LGBTI people, to support them to protect their health and the health of others - particularly given that southern Africa is the region with the highest HIV prevalence worldwide. Being a relatively new field of programming, and because the rights of LGBTI are not legally recognised in many southern African countries, the development and dissemination of IEC materials specifically targeting LGBTI has been limited and there has been relatively little capacity strengthening, documentation or information sharing around the development of effective IEC materials targeting these important groups.

This Handbook aims to provide a guide to a systematic IEC material development methodology, particularly IEC materials for LGBTI - and other at-risk and hard-to-reach groups - to strengthen IEC material development for LGBTI in the region, and promote lesson learning and sharing around HIV, sexual and reproductive health (SRH) and broader health issues.

In May 2013, a draft of this Handbook was utilised during a 3-day capacity strengthening workshop with COC and ICAP (SA) partners from the southern African region. Feedback from this workshop was incorporated into this final version.

Who can use this Handbook?

This Handbook is useful for LGBTI support groups and anyone involved in interventions or programming for LGBTI in southern Africa, who is developing, or is considering developing, IEC materials to support their programming. Those interested in developing LGBTI-specific IEC materials may include project managers, project officers, health advocates, community-based workers and health service providers.

How to use this Handbook?

The **'Bridging the Gap: IEC 4 LGBTI' Handbook** has been developed to support a capacity strengthening workshop for LGBTI organisation representatives. This Handbook will provide a useful reference for programmers, as they design effective messages and IEC materials for their LGBTI audiences, within an organisational framework.

The Handbook also provides useful information for other LGBTI programmers who may have not benefited from any capacity strengthening on IEC material development. It provides important tips and suggested best practice methodology for every stage of IEC material development, from information needs analysis through to content development, pre-testing, dissemination, monitoring and evaluation - to help to ensure that IEC materials are as effective as possible, promote positive behaviour and attitude change.

2. About IEC Material Development

What are IEC materials?

IEC materials are an important part of behaviour change communication (BCC) which is a strategy used to promote positive change in behaviour, practice or attitude. IEC materials help to inform, educate and communicate to people on specific issues which affect them, including their risks, mitigating risk and addressing risk. There are many different types of IEC materials including leaflets, posters, booklets, T-shirts, caps, pens or condom wrappers.

Why do I need to know about IEC material development?

The development and dissemination of IEC materials has proven a practical and cost-effective strategy for reaching a large number of people with key health information. They are particularly useful in resource-poor settings where availability of other information channels (e.g. television, radio, internet) is low, as well as for reaching groups who may not have access to other forms of information, for example, because they encounter stigma and discrimination that make it difficult to access information through conventional channels such as through clinics and health service providers.

IEC materials are used primarily to promote individual behaviour change, to reinforce a set of behaviours, and to help create social change or change within a specific community. IEC materials provide information and empower people to make decisions about their health or other matters.

With regards to HIV and STIs, IEC materials can be used to help LGBTI understand what puts them at risk of HIV and STIs; how they can prevent HIV and STI infection and how HIV and STIs can be treated for improved health. Messaging on these issues targeted at other groups is often not seen as being relevant to LGBTI. Therefore messaging that addresses them directly is important. IEC materials present messages which persuade people either to do something that would improve their situation and health; or to stop and avoid doing things which may put them at risk or harm. IEC materials developed around sexual and reproductive health for LGBTI will also support them to make informed choices and decisions around their SRH behaviour and practices.

IEC materials can also help to reduce stigma and discrimination around LGBTI, and build a supportive environment which enables them to access the HIV and sexually transmitted infection (STI) services they need.

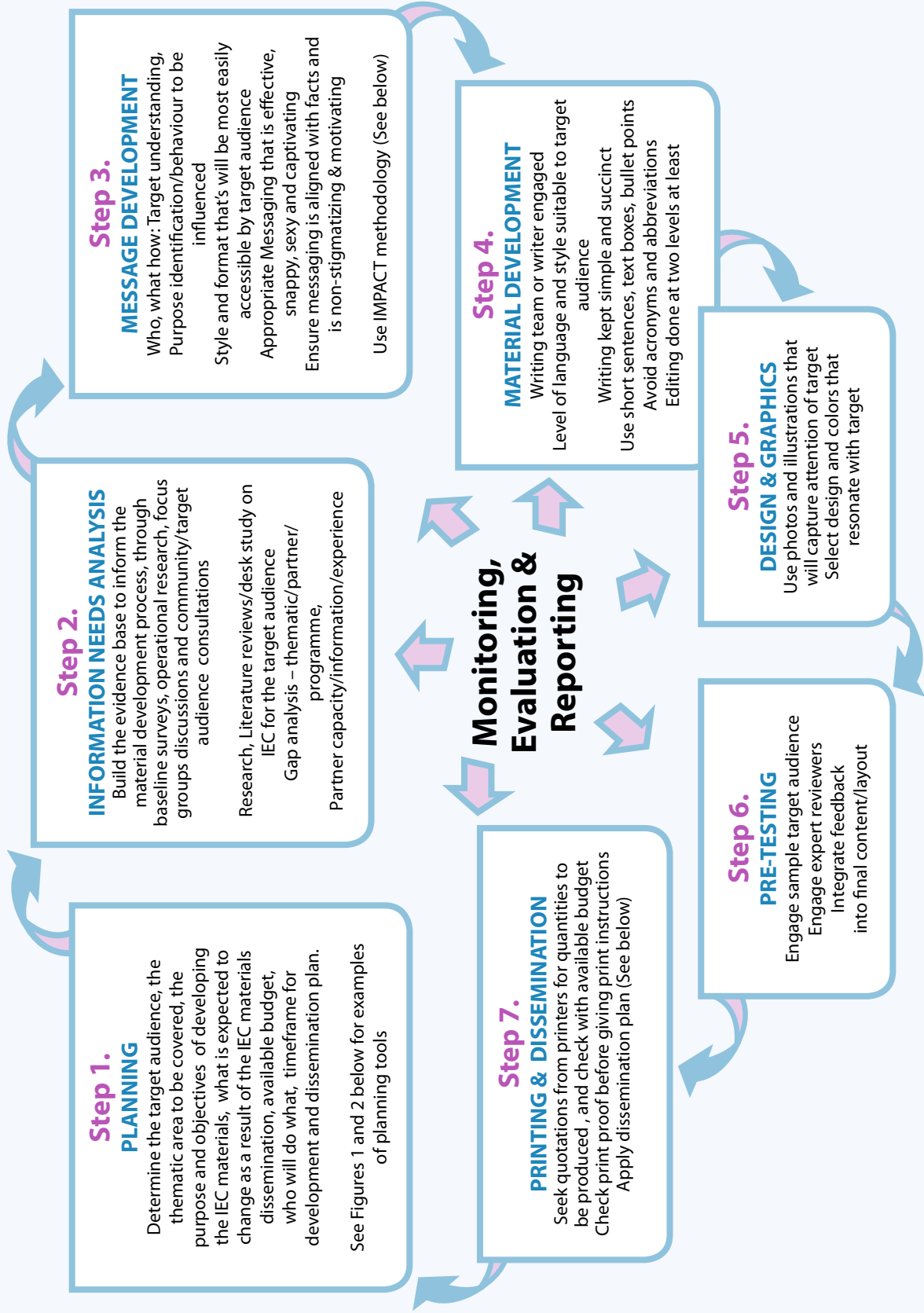
Steps in IEC material development

This Handbook has been designed as a step-by-step guide to developing IEC materials:

1. Planning and strategising for IEC material development within an organisational framework
2. Information needs analysis and baseline data
3. Message development
4. Material and content development
5. Design and graphics
6. Pre-testing
7. Printing and dissemination
8. Monitoring and evaluation

These steps have been adapted from the SAfAIDS Material Development Model (see page 6).

SA/AIDS Material Development Model



Planning for IEC Material Development Within an Organisational Framework

IEC material development should be part of an organisational framework as a whole. This means if an organisation decides to develop IEC materials, the following questions need to be considered:

- Will the IEC material development fit into the organisational goal and objectives?
- How will the IEC materials contribute towards the realisation of the organisation's programming objectives?
- Have IEC materials been included in annual budgets or specific programme budgets?
- How will the IEC materials, when disseminated, generate feedback and contribute towards the organisational monitoring and evaluation systems?
- Do the IEC materials align with the knowledge management mechanisms in the organisation?

In order for your IEC materials to be effective and strategic, they should contribute to the realisation of the organisation's vision, mission and goals, as well as to the goal and objectives of the particular project under which you are developing the materials.

IEC materials should not be developed as stand-alone or ad hoc activities, but as part of broader project and organisational frameworks – where IEC material development contributes to the realisation of a specific and stated goal.

Key Planning Tools: Planning matrix, TIRU analysis and the FuST table

The **planning matrix** offers a snapshot of the purpose of the IEC material to be developed; who is the target, what type of materials could suit their needs, who will be responsible for the different stages of the material development process, the timeframe, and budget for each process step. It is important to be clear about these areas from the onset of the material development process to save resources, and ensure that the material development process-steps flow smoothly, without breaks due to unplanned realisations, e.g. Who will design? Do we have funds for dissemination?

The planning matrix also guides with timeframes for the IEC material development process, and can be used **as a tracking tool throughout the process of development**, to ensure that steps are on track and the material is developed in a timely manner, to meet information needs before the need becomes redundant.

Figure 1: Sample planning matrix

Purpose, theme and target	Develop a poster on HIV prevention through using condoms, and avoiding bare-backing for men having sex with men				
Sub-activity	Inputs	Responsible person	Timeframe	Budget	Progress status
E.g. Focus Group Discussion (FGD) for baseline	Transport to site Refreshments FGD guide Interviewers				
E.g. Photographs for design	Photo library, camera etc				
Etc.					
Etc .					

A **TIRU analysis** needs to also take place at the start of the IEC material development process. This involves:

- Target mapping; identifying the target specifically, e.g. lesbian adolescents in peri-urban areas, in view of their specific information needs
- Information needs mapping; this will be discussed in detail in the next section
- Resource mapping (which can be done rapidly with the FuST table) and
- Utilisation mapping, where the dissemination plan will be developed from, identifying where the target audience can be most easily reached and at largest scale, e.g. if intending to reach MSM, targeting relevant hotspots.

The **FuST** table gives a rapid picture of what can be done internally in the organisation and what external requirements are needed to enable the IEC material to be developed, and will inform budgetary decisions of the organisation. **FuST** stands for:

- Funds available (for production, dissemination etc.)
- Skills available (e.g. content writers, designers, editors), and
- Technology available (transport for baseline FGD, condoms to insert in IEC material)

Figure 2: Sample FuST Internal vs External Assessment of Resources

Funds	Skills	Technology (inputs)	Yes	No	If no, where will get support
X amount	Content developers	n/a	X		-
Zero budgeted	Illustrators			X	From Z organisation
Y amount	Pre-test FGDs	Transport Refreshments Printed prototype samples	X		-

Step 1: Considering IEC materials development within your broader organisational framework.

IEC materials can support the achievement of a wide range of objectives.

- They can help increase individual awareness and information about risk, mitigating risk, available services, improved health, etc. For example, posters about HIV related risks placed in strategic places like bars and clubs can act as a reminder about individual HIV risk linked to alcohol and using condoms, and may spur people not to take risks.
- They can be used to create demand for particular services. For example, IEC materials about the benefits of HIV counselling and testing and where it can be accessed have helped to create demand for HIV testing services. Providing information about the effectiveness of HIV treatment has also encouraged more people to find out if they are eligible for HIV treatment.
- IEC materials can also be used to create a more supportive and enabling environment which increases individual capacity to access required services, to reduce stigma and discrimination or to increase acceptance of certain groups. IEC materials can also be used for advocacy and to promote policy reform. Policy reform through IEC materials may be brought about through IEC materials directly targeting policy makers, or through targeting key target groups with information on their rights and building momentum for change – i.e. providing people with the information they need to call for change and action.

For example, stigma and discrimination against LGBTI has been reduced in some places, in part through public awareness raising on the rights of LGBTI. This has been most evident in countries and areas where sensitisation activities around LGBTI have been lengthiest – and where such activities have resulted in policy reform to recognise the rights of LGBTI such as in countries in Latin America, south and south east Asia and South Africa.

Step 2: IEC materials contributing to the realisation of your objectives

Before you start developing materials, ask yourself the following:

- Who is your target audience as an organisation?
- What are their most immediate information needs, to reduce their risks and vulnerabilities to HIV, SRH challenges or any adverse health issues?
- How can you best address the information needs of your target audience?
- What do we want to tell the target audience?
- What is feasible within your available budget?
- Do you have the skills in-house or do you need the support of external consultants for any part of the material development (e.g. information needs analysis, content development, editing, design?)
- What have others already developed to meet the information needs of your target audience?

Each documentation and communication objective will have its own target audience. There may be several target audiences – different organisations or groups of people you want your communications or documentation to reach. It is essential to identify these groups to help you define your documentation and communication strategies and to ensure that you develop relevant and appropriate materials.

Once you have decided who your target audience is, you need to categorise them into your primary target audience (the main/priority group you wish to reach), and your secondary target audience (a second population, with a lower priority than the first group, that you may also reach).

By identifying which group falls into which category, you will be able to decide on the nature of the materials required. When it comes to planning, this also helps you prioritise your activities.

To assist you further with your planning, you will need to decide how many people you want to reach within a particular target audience. This may have to be streamlined to fit the budget available for your activities.

Figure 3: Target Reach Plan

Example 1: Objective 1 (below) identifies men who have sex with men (MSM) as the primary target audience. This decision has been reached because HIV transmission amongst LGBTI is highest amongst MSM and their partners. However, since the budget only allows for the production of a limited number of IEC materials, it is decided that the priority is to reach MSM in areas of the country where infection rates are highest. Additional resources can then be sought to scale up to other LGBTI groups, and other provinces.

Objective 1		
To share information on HIV prevention with 500,000 LGBTI men and women between the ages of 18 and 35 in four provinces in Country A by 31 st May 2014.		
Target Audience	Budget	Action
Primary: MSM and their partners in four provinces in W, X, Y and Z Provinces	Available	Develop HIV prevention IEC materials for MSM in W, X,Y and Z provinces
Secondary: Other LGBTI people in W, X, Y and Z Provinces	Not until next financial year	Seek additional funding

Step 3: Managing different target groups and messages

You may find that you have some cross-over between target groups, or that you want to target the same group with more than one message. If this is the case, you need to be able to prioritise messaging and target groups.

Example: If your project goal is to reduce HIV infection amongst LGBTI in Zambia and through research, you find that a key factor placing LGBTI at risk is the stigma and discrimination they face, including in legal and policy environments, then your objectives may be to:

1. Increase awareness of personal prevention strategies amongst X LGBTI by Z year
2. Advocate for policy reform so that the rights of LGBTI are recognised in national policies and laws by Z year
3. Increase public awareness of the rights of LGBTI in X Provinces.

In this case, you will have a number of target groups: LGBTI people and groups, policy makers and leaders, and the general public.

There will be some cross-over between these groups. i.e. although LGBTI will be your primary target for objective 1 (To increase awareness of personal prevention strategies amongst XX LGBTI by XX), they will also be a secondary target for Objective 2 (To advocate for policy reform so that the rights of LGBTI are recognised in national policies and laws by XX). This is because you will need their buy-in and voices as you push for policy reform. How you manage this and decide which messaging and group to prioritise will be dependent on your available budget and what your research shows to be the most serious factor influencing HIV infection amongst LGBTI.

Step 4: Different IEC materials for different needs

There are many different types and styles of IEC material. Choosing the one that will be most effective in supporting the achievement of your objectives and goals will be dependent on the type of message or information you want to disseminate, as well as what will be most effective for your target group. Table 4, below, provides an overview of different IEC materials styles and formats, as well as key considerations for each. The different IEC material formats are discussed in more detail in Section 4 of this handbook.

Figure 4: IEC Materials by Use and Considerations

IEC Material	Useful For	Considerations
Posters, banners, billboards, wall calendars	Potential to reach a large number of people per material Good for wide public dissemination	Message must be short and simple – no detailed or lengthy information or explanations Imagery and design must be eye-catching/ appealing Viewers will decide if the information does or does not apply to them
Leaflets, brochures, booklets, flyers, postcards, factsheets, story books, comics	Reaching specific individuals with targeted information Commonly disseminated through 'catchment' events or locations frequented by the target audience	Can be disseminated directly to the target group for their independent reading More detailed information/ explanations be provided
Caps, hats, T-shirts, scarves, bandanas, badges, ribbons, bags, stickers	Creating appeal – draws the target audience in as it is something 'new' and interesting	Can be expensive to produce Can be a good way to pass information on to a secondary audience via the primary audience – particularly if it is something that the primary audience will wear or display. However, bear in mind that if the message is too explicit, people may be reluctant to wear the item for fear of discrimination and your effort will be wasted.
Condom packages, wallets, pens, mouse pads, desk calendars	Reaching individual target group members with direct information which they will be reminded of frequently	Since these items are not 'worn' or displayed as prominently, they are better for individual messaging.

Step 5: Developing a documentation and communication plan

The IEC materials that you plan to develop should be part of a broader documentation and communication plan which presents all the factors that you have taken into consideration states clearly what the documentation and communication objectives of the project or organisation are, what results are expected, what activities need to be undertaken, who is responsible for these activities and the date they need to be completed by. Lastly, the plan states how the results of the activities will be assessed.

For example:

Project Goal	Project Objectives	Expected Results	Activities	Timeline	Responsible person	Means of Verification
To contribute to increased acceptance of different sexualities	To reach 500,000 people in Southern Africa with information on LGBTI rights by December 2013	Increased awareness amongst at least 500,000 people in Southern Africa on LGBTI rights	1. Develop T-shirts promoting LGBTI rights	3 months	Jane	Delivery receipts
			2. Develop leaflets explaining LGBTI rights	6 months	External consultant	Feedback survey amongst communities in which T-shirts and leaflets are distributed

Developing a clear and easy-to-follow documentation and communication plan which details any IEC material needs of your target audiences helps to ensure that materials are planned and developed in a systematic and effective manner, which meets the needs of your target audience and is within your available budget.

Proper planning helps to ensure that your IEC materials help realise your objectives and are target specific. Keep your objectives in mind at all times – refer back to them at every stage of material development and make sure that what you are developing is still working towards achieving the intended objective.

For example, if your objective is increased awareness amongst LGBTI on the measures they can take to reduce their risk of HIV infection, simply telling them how and why they are at risk of HIV infection is not in line with your objective. Your information priority is sharing how LGBTI can protect themselves and prevent HIV infection. If you detract from your objective and produce something that is not in line with what you had planned and proposed, you are wasting time, resources and energy and you risk your donor or target audience rejecting the materials – or them not being relevant.

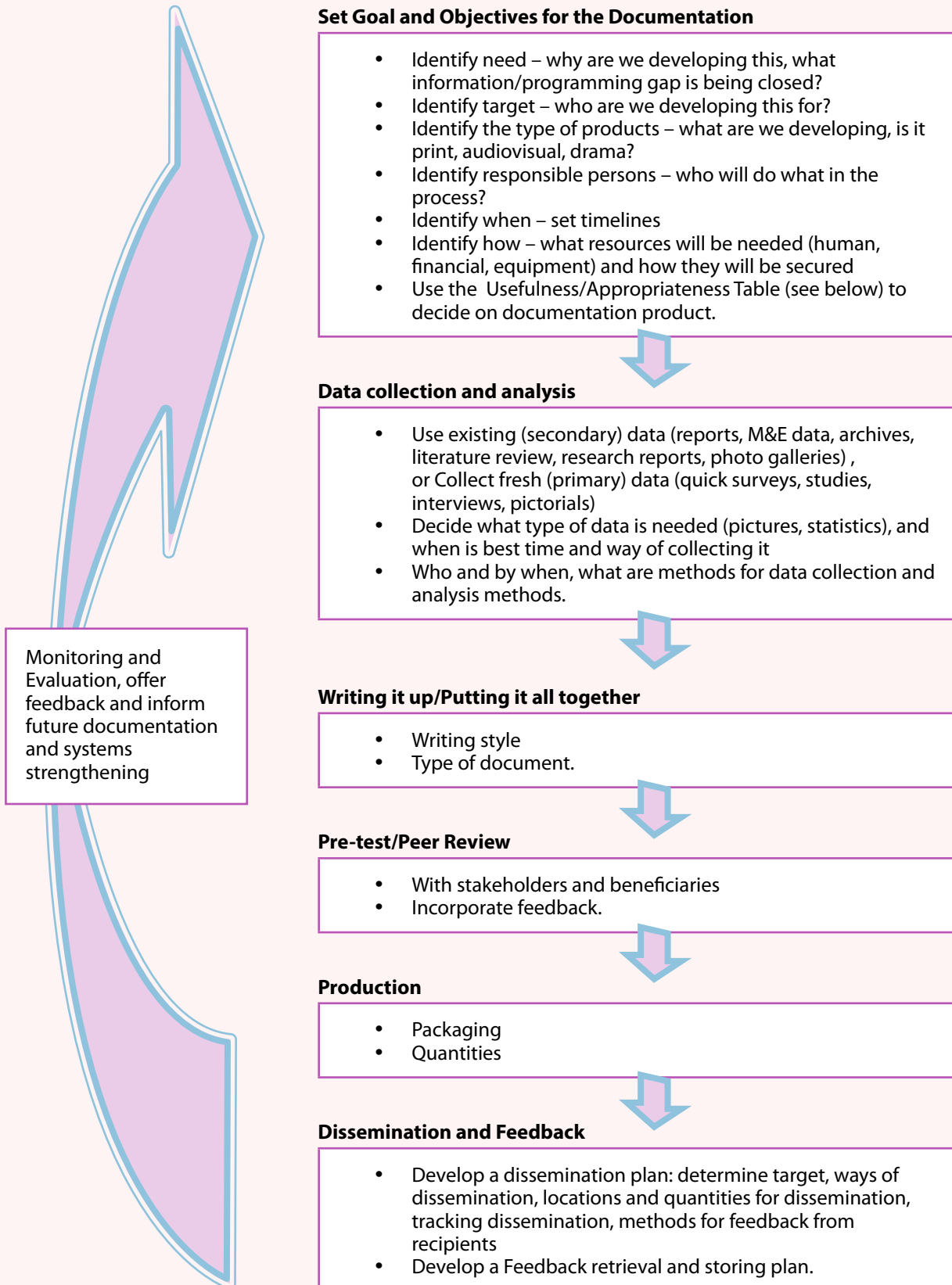
Remember:

The objectives you set should be SMART:

- Specific** - be described in clear and precise terms
- Measurable** - contain measurable result/s
- Appropriate** - be related to the organisational vision, mission and goals
- Realistic** - fall within the organisation's experience and potential capacity
- Time-bound** - state when the work will be completed (give dates)

Steps in Establishing an Organisational Documentation and Communication Plan

The chart below outlines some key considerations when developing an organisational documentation plan and agreeing on IEC materials which will be included in it. These considerations will be discussed in the steps throughout this handbook.



Information Needs Analysis and Baseline

The TIRU (target, information, resource and utilisation mappings) analysis is unpacked in various areas of this section.

What do we mean by information needs analysis?

Information needs analysis involves methods to assess the information available to your target group and their knowledge levels, and to identify information gaps (in terms of availability of information, as well as knowledge of certain issues). By understanding where the information gaps are, you can develop targeted and specific materials to fill these gaps.

What do we mean by baseline data?

Baseline data involves a comprehensive study of what is currently available before you start implementing any communication activities. It includes knowing about the knowledge, behaviours, practices and attitudes of your target group. Your baseline data should form the rationale for your intervention. When you conduct a baseline assessment, you are expecting to come back at the end of implementation to conduct another survey – an end of project assessment – and compare the findings of each, to assess impact of your activities.

The importance of data collection and analysis

There are two important aspects to conducting an information needs analysis and gathering baseline data - data collection and analysis. To start with, the data you collect will serve as the basis on which documents and communications will be developed. Poor data and/or poor data collection practices will result in the production of inappropriate or irrelevant documents and communications. Data also forms the raw material of monitoring and evaluation. If your monitoring and evaluation is to be good, then it needs good data, good data collection techniques and sound analysis. You need to understand why data is needed, what data is needed, and how to analyse that data in order to produce accurate and well written documents and communications.

Step 1: Thinking about how to collect data

In order to apply the correct methodology to data collection, you need to understand the nature of data. Information collected from existing research such as formative or operational research, studies and survey reports is called 'secondary' data. And information collected from interviews, consultative meetings, focus groups discussions and questionnaires is called 'primary data'.

Data falls into two specific categories, namely, qualitative data and quantitative data.

Qualitative data relates to considerations of value and is based on personal opinions, feelings and emotions.

Quantitative data, on the other hand, relates to numbers and measurements that are used in order to determine size, quantity, volumes, ratios or percentages

There are a number of different data collection methods to choose from. These include:

- **Questionnaire administration**

Administration of questionnaires is one of the methods used for primary data collection. The questionnaire is the data collection tool for this method. A questionnaire consists of a list of carefully thought out questions which, when answered by your respondents, provide you with the data you need. Questionnaires can either be completed anonymously by your respondents or administered by you. Questions can be open-ended (allowing for explanations) or closed. Closed questions allow only yes or no answers, or choice from a given number of other options, such as a scale of measurement, or a list from which the respondent chooses their preferred answer.

- **Focus group discussions**

FGDs are a data collection method for primary data. An FGD Guide is the data collection tool used for this method. FGDs comprise specific groups of people brought together to discuss a particular issue. The discussion is directed by a facilitator using an FGD guide to ensure that all relevant topics are covered. Data on the group's views and any important issues raised, are collected by means of notes and/or audio recordings of people's comments.

- **Interviews**

An interview is a data collection method for primary data. Interview guides or administered questionnaires, are tools for this method. Interviews are often conducted with key informants - individuals and/or organisations that have particular expertise in a certain area, or who play an important role in a specific project.

- **Observation**

Observation is a data collection method for primary data. A checklist of the tasks or areas that will be observed is the data collection tool for this method, such as: observing a project activity during implementation, environmental observation, team work observation, and so on.

- **Literature review or desk review**

Literature review is a data collection tool for secondary data. A checklist of documents and secondary data sources to be reviewed is the data collection tool for this method. Secondary data is relevant information that already exists in the form of books, articles, newspapers, journals and official statistics and documents. It is advisable that at least three data collection methods be used for data collection, so as to verify findings through what is termed 'triangulation'.

Remember... When collecting data:

- Write up notes from any research activity straight away, before important facts are forgotten
- Keep a record of the sources of your data so that you can formally acknowledge them in any of your communications
- Get consent for the use of any photographs in any of your communications. Also be sure to acknowledge the source of any photographic material
- Check the accuracy of the data you collect, by going back to the original source of your information, by cross-referencing it with other data, or by referring to experts in the field of your enquiry who can confirm its accuracy
- Collect data from credible sources such as from WHO, UNAIDS, government statistical offices, SADC, etc.
- Use competent translators when translating direct quotations from one language to the other, both for accuracy and in order not to lose the sense of what is being said. There may be important subtleties in what somebody has said that a weak translator may fail to convey.

Step 2: When should one collect data?

Typically, data collection revolves around a logical cycle and should occur at the beginning, middle and end of a project. Before a project gets under way, information needs to be obtained to describe the prevailing situation. Information gathered at this point will be used for the information needs analysis and to create the Baseline Survey.

As a project rolls out, data is needed to track progress. This is called Project Monitoring. On completion of a project, data will be collected to allow an assessment of the project's success. This data will feed into an Impact Assessment, which will close the cycle by informing the next stage of the project and yet another baseline survey.

Step 3: Where to collect data from?

You will find data for your project in a variety of different sources and as shared above, the data you collect can be primary (fresh) or secondary (already documented):

- Organisational records and experiences (minutes of meetings, strategic plans, proposals, work-plans, reports)
- Project beneficiaries
- Field staff
- Partner organisations
- Government departments
- Private firms
- Contractors
- Activity implementing agencies.

Step 4: Analysing your data

Now that you have collected your data, you can start data analysis to ascertain which IEC materials, messages and information will be the most effective to achieve your objectives. When analysing data for IEC material development, ask yourself the following questions:

- What gaps have you identified in terms of IEC materials available for LGBTI?
- What information do they need most urgently?
- Are there particular sub-groups amongst LGBTI who need information most urgently (i.e. identify which sub-groups should be your primary, secondary targets, etc.)
- Are there myths and misconceptions which IEC materials could help to address?
- What behaviours and attitudes amongst your target group put them at risk?
- What IEC materials have or have not worked in the past? Why?
- What kind of messages are needed?
- How can your IEC materials complement national strategies and the activities of other organisations (without duplicating efforts)?

Your data analysis should be used to inform the IEC materials that you develop.

Step 5: Developing a Creative Brief- "roadmap guide"

The next step is to develop a creative brief for the material to be produced. A creative brief is a plan or guide for those who will design and produce the materials. As you develop your creative brief, be sure to read IEC materials developed by other organisations. This will give you good creative ideas for your materials as to what works well, in addition to helping you to avoid common pitfalls such as missing your target audience, using inappropriate messages, inconsistencies in format, and too much detail for the medium chosen – for example, posters that are too wordy.

The creative brief should include details on:

- Who your target audience is
- What the type of IEC material is, e.g. is it a booklet, a poster, a flipchart etc.
- Style of the material, e.g. will it be an A4 size booklet, full colour, no more than 24 pages?
- Imagery to be used, e.g. will there be illustrations, cartoons, photographs?
- What your communication objective is for the material
- What key information, or message, you want to communicate (i.e. the most important 'take home' message that your material should present)
- What information and message type (e.g. is it to catalyse prevention practice, or is it to catalyse uptake and adherence to antiretroviral therapy (ART) etc.) is to be communicated
- What tone you want to set in the material
- What the context is (details on your target audience, any stigma or discrimination they face, their language level, their level of exposure to previous messages, why you are developing the material)
- What topics should be considered e.g. if it is a booklet on prevention of mother-to child transmission (PMTCT)
- Where more information can be found on the subject (references)
- What any specific creative considerations might be
- What quantities will be produced
- Whether translation will be required
- Budget available for the creative brief
- Deadline for the production.

A creative brief is important whether you are developing the material internally or externally. If you are contracting an external consultant or material developer, you will need to provide a creative brief as a reference document – it should be included as an annex to the contract. It is vital that your creative brief provides as much information as possible and states exactly what you are expecting.

If you are developing the material internally, there will be more opportunity to discuss it with the person/people working on it but it is still vital to have a detailed creative brief in place and agreed upon by all relevant parties before material development begins – otherwise, you risk wasting resources and may end up with a material that is not in line with your needs and have to start again.

The creative brief should be approved in line with the approval processes in your organisation –it may need to be approved by a line manager or by the organisation director. You may also consider sharing the brief with your donor for their input, as well as any key stakeholders or informants who have been involved in discussions.

Step 5: Establishing the IEC material development team

It is important to define who the team will be made up of. This includes those who will be:

- Leading and will track the progress of the material development daily/weekly
- Developing the content
- Reviewing the content
- Editing and proof reading
- Designing and layout out the material and communicating with the printers
- Responsible for the dissemination and tracking.

The team needs to develop and track a Material Development Matrix (which is the same as the Planning Matrix shared in Figure 1)

Message Development

Understanding key messages

Key messages are the most important facts, ideas or views which you want to communicate. The key message is the information you want people to remember after reading or seeing your IEC materials. In order to be effective, key messages need to have **IMPACT**.

A good message is short, accurate and relevant. It will make, at the most, three points. The message may be intended as a one-time appeal, or as repetitive reinforcement.

It is often necessary to develop several versions of a message, depending on the audience to whom it is directed. For example, differing information about contraceptive services may be relevant to MSM who are not openly gay, from that which would be appropriate for MSM who are openly gay. Their needs and priorities are different, so the messaging used with each group must also differ.

When developing a message, remember:

- Keep it as simple as possible – keep it clear and concise
- Avoid jargon and acronyms
- Disseminate it in the language of the target audience
- Use vocabulary that is culturally appropriate to the target audience
- Do not use language that stigmatises or discriminates any group.

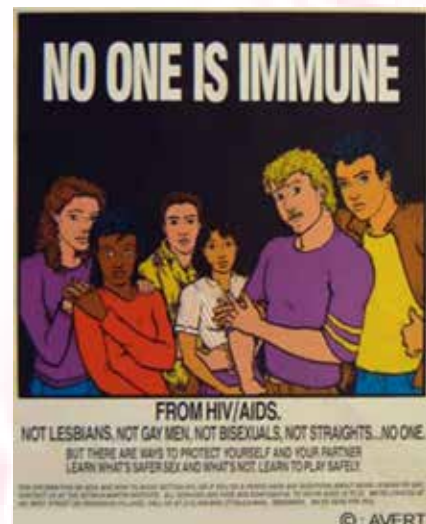
After the TIRU analysis, the following should be determined to inform message development:

- Existing messaging around the thematic area and aimed at the target audience you are considering

Key Messages must be:

Inspiring
Memorable
Positive
Attention-grabbing
Clear; and be
Taken from practical experience.

A powerful message will **facilitate reading, trigger thinking** (contemplation), **processing** (current values/beliefs/practices) and **lead to action** (behaviour change), and ultimately **sharing with others** (create mass transformation)



- The facts about the thematic area and behavioural change motivations
- What has worked in the past around similar messaging
- What has not worked and why?
- What will 'last' e.g. the Coca Cola campaign has lasted several decades

Will your message plant the seed of change in the reader?

Step 1: Deciding on a general messaging approach

The first stage in designing a message is to decide on your general approach. This will be determined by what will appeal to your audience, the level of exposure to the message that your audience has already experienced and the sociocultural context.

Broad approaches include:

- **Messages that Inform**

When a message that you want to get across to your audience is relatively new, you may choose an informing approach to introduce the idea and make it familiar.

For example, the 'No One Is Immune' poster is intended for a wide population to encourage everybody to understand that, whatever their sexuality, race or gender, they need to protect themselves and their partners from HIV.

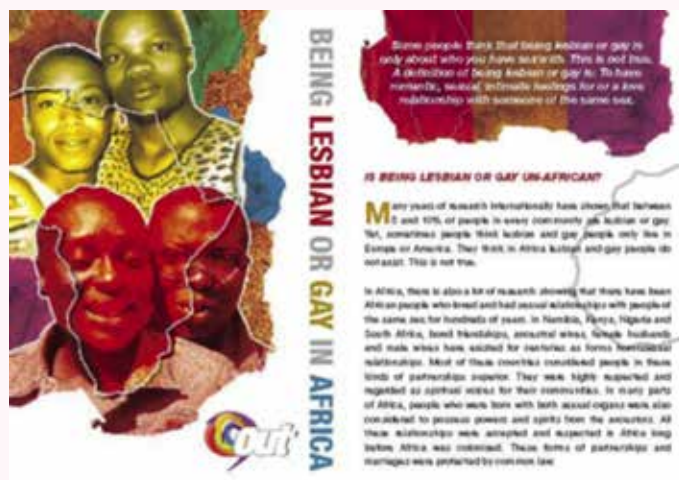
- **Messages that Educate**

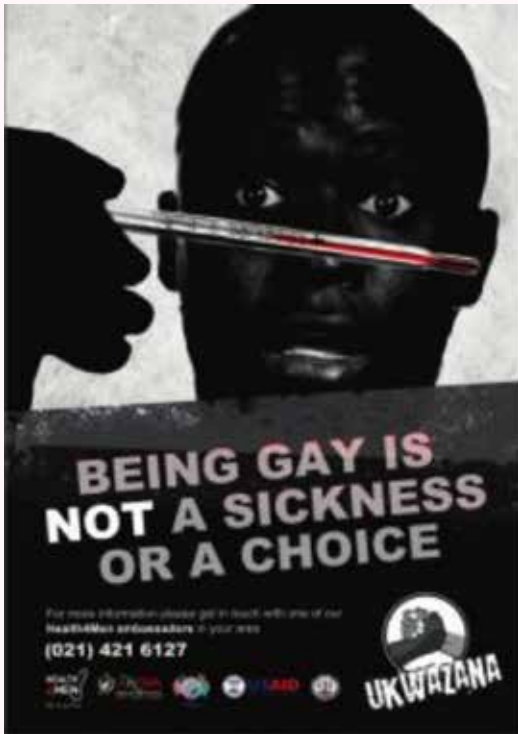
Once a 'new' idea has been introduced, IEC materials can be used to explain them further, often focusing on particular target groups to explain specific risks to each of the target groups.

For example, the 'Being Lesbian or Gay in Africa' leaflet below provides different definitions of LGBTI people and groups in Africa and explains how different LGBTI people and groups could be at risk of HIV infection.

- **Messages that Persuade**

Persuading messages aim to appeal to, or convince, the audience to accept the 'new idea'. Persuading messages are often used when attempting to de-stigmatise issues.





For example, the 'Being Gay is Not a Sickness or a Choice' poster is trying to convince the general population to be accepting of different sexualities, as well as to encourage LGBTI people to be accepting of their own sexuality.

- **Messages that Entertain**

Some messages use comedy and entertainment to draw the attention of their intended audience, to make them aware of the 'new' idea or to increase awareness of an existing idea.

For example, 'The Three Amigos' public service announcements are a series of entertaining cartoons and animations based on three 'condom' characters.

The cartoons encourage the audience to use condoms to protect against HIV infection. Whilst messaging around condom use is not new, 'the three amigos' cartoons provide a new means of communication which is intended to increase awareness, and to avoid messaging fatigue.



Messaging, or information, fatigue and bombardment can occur when a target audience has been over-exposed to the same message such that it starts to lose impact, stops attracting the audience's attention – or the audience 'stops listening'.

Avoid messaging fatigue by using a variety of innovative messages and communication channels – and ensuring that information is relevant and accurate.

Step 2: Deciding on a communication method

Once you have decided on the most important information (or message) that you want to share (based on your information needs analysis); the general approach you want to take based on the type of idea that you are sharing and the level of exposure that your target group has received, you can think more about how exactly you want to say it.

There are a number of different ways of communicating a message. Some messages may draw on a number of these different methods or tactics.

- **Emotional vs Rational**

Emotional appeals aim to trigger common human emotions such as love, hate, concern, worry, or grief and can be a good way to draw attention to a message or provide incentive to read a message. Rational appeals present solid arguments to readers and encourage them to see the logic in the appeal that you are making. Rational appeals tend to be better at convincing a reader to take action. Ideally, a message should be a combination of both – to attract attention and promote positive action.

Examples:

Emotional message: I lost my mother to HIV. I miss her every day.

Rational message: Condoms protect against HIV. Wear one every time.

Emotional and rational message: We love, and want to protect, each other – that's why we went for joint HIV testing before sex

- **Positive versus Negative**

Negative messages are a type of emotional appeal which invokes fear – they threaten the reader by telling them about the adverse outcomes of not taking the suggested action. Positive messages focus on the benefits of taking the suggested action. Some positive messages, however, do hint at the negative consequences of not taking action (even if these are not actually stated). One can also consider loss-framed messaging (tends to be shocking and negative) and gain-framed messaging (tends to be enabling and encouraging).

Care needs to be taken with messages of this kind. Negative messaging was very common in the earlier days of HIV programming and was found to be ineffective in encouraging positive action. Using threats (i.e. if you don't do X, Y will happen) may make the reader too scared to take action; they may feel that the threatened consequence will not, or is unlikely to, happen to them, as most people tend to think of themselves as not being at risk or in danger (i.e. thinking 'it won't happen to me').

Examples:

Negative message: Don't cheat. HIV will win.

Positive message: The sooner you find out your HIV status, the earlier you can get treatment, if you need it, to stay healthy

Negative and Positive message: Unprotected sex puts you at risk of HIV – use a condom every time to stay safer.

- **Mass versus Individual**

A mass appeal suggests to the reader that everyone else is doing what you want them to do and encourages them to do the same. Mass appeals are based on the idea that peer or social pressure can influence an individual to do something that they may not have done otherwise. Mass appeals tend to be used in situations where there is some social stigma or for issues which people may be embarrassed about. Individual approaches encourage an individual to be the one to take responsibility and action. They are more useful in situations which tend not to be influenced by peer pressure or social approval.

Examples:

Mass appeal: We know our HIV status. Do you?

Individual appeal: Your rights are there to protect you. Do you know your rights?

- **Humorous versus Serious**

The use of humour or comedy can help to make a message more attention-grabbing and memorable, as long as it does not detract from the message you are trying to get across and is culturally appropriate. Humour can sometimes be a useful way to share messages on issues which people do not like to discuss openly. In other situations, or if the use of humour may be seen to be distasteful, a serious message is more appropriate and tends to be less risky.

Examples:

Humorous message: Don't be silly – put a condom on your willy!

Serious message: Real men don't hit.

- **One-sided versus Two-sided arguments**

One-sided arguments only present the point of view that you want the reader to accept. Two-sided arguments present both the point of view that you want the reader to accept, and the opposite point of view, leaving the reader to make their own decision (although this is usually done in a way so as to influence the reader to take the opinion or action that you want them to). One-sided messages tend to be used where there is already general acceptance that the opinion or action being portrayed is the correct one – and you are trying to reinforce that message. Two-sided arguments may be useful where there is still some uncertainty around the points of view, as presenting the different facts may help the reader to form their own correct opinion – although there is no certainty that this opinion will be formed. One-sided arguments tend to be the more effective option when targeting groups with low-literacy or low-education levels.

Examples:

One-sided: Condoms used correctly every time prevent against HIV and STI infection. An example of a two-sided argument would be a poster presenting the different safer sex options, providing benefits and disadvantages of each, leaving the decision up to the reader

- **Direct versus Indirect**

A direct message presents your argument without any doubt or subtlety. An indirect message suggests your argument but may leave the reader to work out exactly what it is about. Direct messages tend to be less risky in low-literacy settings. However, indirect messages which leave something for the reader to figure out, may be more memorable as the reader has to think about them more.

Examples:

Direct message: LGBTI have the same rights as everyone else.

Indirect message: Is it for you to decide what is right and what is not?

- **Repetitive versus one-time**

Repetition can help to increase the effectiveness of a message and help people to remember it – reminding people helps to reinforce the message. However, repeating a message (without changing it) can make people bored, lose the audience’s attention and encourage message fatigue – when people ignore messaging or ‘switch off’ because they have heard it too many times.

If the message is strong, then repetition (with variation but keeping the same key message) tends to increase the likelihood of positive attitude or behaviour change – although it is usually best to reduce the frequency of repetition over time. A one-time message may be useful for specific events, e.g. World AIDS day or for gay pride events.

Examples:

An example of a **Repetitive message** is a radio spot, e.g. encouraging HIV testing which is played frequently each day for a prolonged period, without being changed.

One-time message: Take pride in your health this gay pride week – find out your HIV status today

- **Definite Conclusion versus Open Conclusion**

A message with a definite conclusion includes all the information you want to provide and leaves nothing for the reader to deduce or work out. An open conclusion provides more suggestive or subtle information, but may leave the conclusion of the message up to the reader to work out. Messages with definite conclusions are better if there is any doubt that the reader may ‘miss the point’ or not understand what you want them to. However, this type of message can lead some readers to feel offended or think that the message is not for them because the conclusion is obvious and they could have worked it out themselves. Whether you choose definite conclusions or open conclusions is dependent on the literacy and education level of your audience, as well as on their current level of understanding of the issue you are addressing.

Examples:

Definite conclusion: If you and your partner do not know your HIV status – find out today. Not finding out puts you both at risk.

Open conclusion: Do you know your partner’s HIV status?

See page 39 of the Resources section for tips on writing skills.

Material Development

There are many different IEC material products available to you. Selecting the right one depends on the characteristics of your target audience and the budget to support your communication activities. Also remember that your primary audience (who will receive your product directly from you) are likely share your product with their peers and partners, and thus your products will also reach a secondary audience.

Step 1: Selecting the right IEC material product

The format of your IEC material will vary depending on the type of materials you choose. Below are some suggestions for common IEC materials. Each can be produced in a variety of sizes and designs. You should examine IEC materials produced by other organisations to get ideas on what works well and is effective in getting the message across.

The poster/wall calendar



A poster is typically A1 size (although they can be produced in a variety of sizes). The size you choose will often be dictated by your budget. They are useful tools for getting information out into the community, especially if they are eye-catching and contain a snappy message. Posters are most frequently displayed on walls, tied to trees, or pinned on bulletin boards within a public space. To make sure your poster is effective, keep the amount of text to a minimum.

Try to convey one main message only, which should be captured in the title. The font should be large enough (48-72pt font) to be easily legible from a distance. The use of colour, catchy graphics and photographs help to capture the reader's attention and enhance the message.

Do not overcrowd your poster. Keep enough space between the text and visuals. Be sure to include your contact details somewhere on the poster, so that the reader can give you feedback or get in touch for further information.

The benefits of posters/wall calendars are:

- You can reach a large number of people with each poster (if you place it strategically where a lot of people are likely to see it)
- They are a useful way of reaching the target audience with sensitive information which people may be embarrassed to be seen reading about (so may not pick up a leaflet or flyer of their own accord)
- They are relatively inexpensive to produce in large numbers.

Remember: Due to the need to keep text to a minimum, it is very important to test the content of your poster out with your target audience to ensure that the message is clearly understood.

Brochure/flyer

Brochures or flyers are developed for distribution to individuals. Often, brochures are designed using a standard A4 size of paper, which is folded to create panels. Flyers, on the other hand, tend to consist of a single sheet of unfolded paper (A4 or A5). However, a variety of sizes and styles do exist and your selection will be determined by how much you want to say, as well as by your budget.

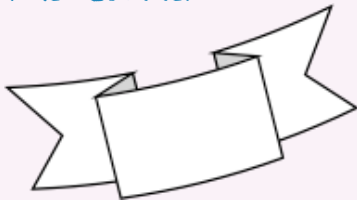
The benefits of a brochure/flyer are that:

- More text can be used as compared to a poster, so more information can be provided.
- Readers have the opportunity to take the brochure or flyer away with them and to refer to it again in the future, so they may also reach a wider audience.

When developing a brochure or flyer, consider the following:

- The text of a brochure should be written in clear and concise language. Keep it short and to the point. Use bullets, short sentences and short paragraphs to get your point home
- Try to convey one main message, which can be communicated in the title
- Space is limited. The introduction and conclusions should be very concise in order to leave space for the body of the document
- The body of the document should be written in sections. Use sub-headings strategically as the main points of a section or sub-section
- It is important to think visually when planning the text. Think in terms of the panels and sections of the document and what information each section or panel should contain. It is helpful to have a sample of the brochure (the way it will be folded) in front of you, so that you can 'visualise' the flow of the content
- Make use of graphics and photos to enhance the text
- Be sure to include your organisation's logo and contact details on the brochure/flyer so that readers can give you feedback or reach you for further information
- If the issue presented is complex, you can include a section that highlights where people can get further information.

The banner



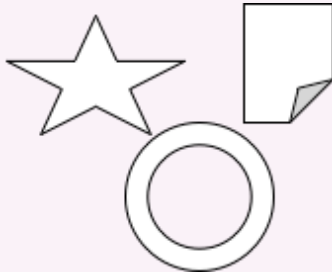
A banner can be produced in a variety of sizes and styles. It can be produced on cloth, cardboard, PVC or some other material. The banner typically announces an event or activity, or advertises an organisation. To advertise an event, the banner must include the title of the event, the names and logos of the organisations involved and the venue and date as well. If possible, contact details can be included.

A banner can also be used to express a message. For example, at a conference, activists may choose to put up a banner advocating for a change to a particular situation. This kind of banner is most effective if it conveys one simple key message only.

The benefits of banners are:

- They attract attention because people see fewer banners around than posters – and they are often used to promote events, etc. so people are naturally drawn to them
- If placed strategically, the banner will be visible to many people at the same time.

Stickers



Stickers are a creative way of communicating a short catchy message. They can be developed and distributed for individuals to stick up. Popular forms of stickers are: bumper stickers for cars, license disk stickers, and stickers aimed at youth. The purpose of a sticker is primarily to attract the attention of the target audience and prompt them into finding out more information about the subject of the sticker.

There is very limited space available on a sticker so the text should consist of one key message accompanied by one key graphic. Try to include the contact details or phone numbers of the organisation, if possible, so that people can contact you for further information.

The benefits of stickers are:

- They are appealing
- People usually want to stick them up so are encouraged to read what they are sticking
- Secondary audiences will benefit from reading the information on the sticker, as long as the primary audience sticks it up somewhere.

Postcard



A postcard is effective when used like a small poster. Postcards are a way of reaching a wider audience as they can be distributed to a specific population, who, in turn, are encouraged to post the card on to their friends and colleagues.

In this way a message can be spread through a peer network.

The postcard is most effective when:

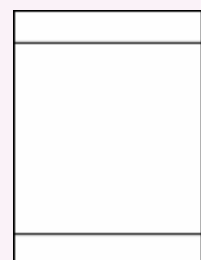
- The amount of text is kept to a minimum
- One key message is conveyed in the title, tag-line or caption
- Colours, graphics and photos are used to capture the reader's attention and to enhance the message
- They include free onward postage
- They include your contact details so readers can contact you for further information.

The benefits of postcards are:

- They are appealing
- They have a use which encourages the recipient to read the information and think about who they might send it to.

Fact Sheet

A fact sheet is typically one or two A4 pages. Its primary purpose is to provide information (facts) about a particular theme or issue. The text of a fact sheet should be written in clear and concise language. Keep it short and to the point. Use bullets, short sentences and short paragraphs to convey information tactically. Try to convey one main message, which can be communicated in the title.



T-shirts, caps and bandanas

The same basic points apply to these materials as to the others mentioned above. However they tend to be more costly to produce and you need to be sure that you have sufficient quantities for the audience, otherwise you may find yourself swamped.

These are most effective when:

- The amount of text is kept to a minimum
- One key message is conveyed in the title, tag-line or caption
- Colours, graphics and photos are used to capture attention and enhance the message.

The benefits of T-shirts, caps and bandanas are:

- They are appealing – people like them!
- If they are worn, many people and peers are likely to see them.

Toolkits

A toolkit comprises a collection of resource materials, fact sheets and other IEC materials, which enable the reader to take action in terms of changing their behaviour, or adopting new practices. The focus is on 'how to do' something. For example, a toolkit may provide information on how to integrate LGBTI issues into HIV and AIDS programming.

The collection of materials should be relevant and add to the reader's overall knowledge of the issue being communicated. Practical examples and skills building exercises should be included in the package.

Such packages, while very effective, are expensive to produce and require close attention to design and quality of materials. They are probably best used for the purpose of training trainers, who will then make further use of the individual items in the kit to train other people. This allows the toolkit to reach a much wider audience, than producing simple brochures or fact sheets and has the advantage of creating an informed party (the trainer) who can expand on the messages in the toolkit.

The benefits of toolkits are:

- They provide very comprehensive information on the issues
- Trainers are likely to keep hold of the toolkit and share with many people – they may even reproduce some parts.

Step 2: Language considerations when writing text and content

When more detailed text or content is required, e.g. for a leaflet, brochure or fact sheet, many of the same rules apply as when developing a message:

- Use simple language. Use short words whenever possible, and keep sentences short
- Use language that is culturally appropriate and acceptable
- Provide advice on actions people can take – if you highlight risk, explain what someone can do to reduce their risk, e.g. if you say that someone may be at risk of HIV infection if they have had unprotected sex, explain that they should go for HIV counselling and testing to find out their status and use condoms correctly every time to reduce their risk
- Keep to the point – do not include unnecessary information which may confuse people
- Do not use language that may lead to stigma or discrimination of any group
- Avoid derogatory terms or slang
- Make use of standardised guides, e.g. the UNAIDS guide to HIV and AIDS terminology for ideas on how to discuss issues around HIV and AIDS without stigmatising
- Standardise your materials – e.g. decide whether you will use UK or USA English and stick to it; if you use bullet points – use the same bullet points (and margins) through the material
- Review and edit – have the material reviewed (for appropriateness, accuracy of information, gaps in information, etc.) and edited (for typos, grammatical errors, consistency, etc.) as much as possible. The material should be reviewed and edited by at least two people.

Design and Graphics

The design, visuals and graphics you use for your IEC material are very important. Whilst you may have excellent content, you also need good design, visuals, images and graphics to draw your audience to your material.

The design of the material itself should attempt to:

- Create a distinctive look and personality
- Stress the most compelling benefit of what you are trying to achieve
- Generate trust in the message
- Appeal to both the heart and the head of the reader, in other words appeal to both their emotions and their intellect/reasoning.

If you are doing a series of related materials, create a branding or 'look' which will be recognisable for all the materials – this will help to reinforce your messages and make your materials recognisable.

Step 1: General presentation of information

The design of your material should get your message across as clearly and simply as possible. Some ways to do this are to:

- Group related text together and use visuals to reinforce the text
- Break text up as much as possible with sub-titles, bullet points, graphics, etc.
- Use summary boxes to reinforce key messages
- Do not try to include too many messages – keep to the most important information -try to keep to one point to each sentence or paragraph.

Step 2: Deciding on a colour theme

- Limit the number of colours (although remember that too few will be bland, too many may be distracting and will be more expensive to print)
- Choose colours that will appeal to your whole target audience, e.g. if you are targeting your material at both men and women, avoid using colours which may be thought of as either feminine or masculine
- Use different shades of the same colours to provide variety without causing confusion with too much colour
- Avoid colours which are locally associated with something unconnected, e.g. political or religious parties, as potential readers may be put off
- Keep your target audience in mind – young audiences may prefer more colourful, bright materials; more subdued colours may appeal better to older audiences.

Step 3: Choosing text and fonts

- Choose a font that is clear and easy to read, especially for audiences with low literacy skills. Choose a type size that is large enough for the audience to read
- Avoid using too many different fonts – this makes it harder to read
- Use upper- and lower-case letters and regular type. Text printed in all capital letters is more difficult to read, as is text in italics.
- For emphasis, use bold and underlining.

Step 4: Considerations for imagery, visuals and photographs

- Avoid complicated diagrams, graphs or visuals. Keep the visuals simple. Anything too busy or too abstract will detract from your message – e.g. if you include a picture of an HIV testing counselling and centre, have it set against a plain background rather than against busy street scene
- Do not overcrowd the layout, leave enough space between text and visuals
- Choose photographs or drawings that are locally appropriate (e.g. if your material is aimed at a rural audience, have pictures and drawings which show people in a rural setting); if your material is aimed at Zimbabwe, make sure people look Zimbabwean and pictures look like they were shot in Zimbabwe
- Use symbols that are locally appropriate. For example, we often see ‘ticks’ and ‘crosses’ used in materials to show what should and should not be done. However, these symbols may not be widely recognised in some societies – find out what is used and use that
- Make sure you get signed consent to use someone’s picture in a material before including it
- Use high definition photos – low definition ones may look okay on your computer screen but they will look grainy and blurred when printed
- Make sure your photographs and visuals are representative of your whole target group – if you are targeting both men and women, include an equal number of photographs or pictures of each
- When taking photos of people, try not to take a photo looking down at someone – it is better to point the camera up to look up at the person you are photographing – or take it at eye level
- Avoid flash photography. Wherever possible, take photographs in natural light. Use a tripod or balance the camera on something steady if there is not enough light and the photos are blurry.

Step 5: Final design tips

- High quality, well designed IEC materials are more likely to attract your audience, encourage them to read the information and keep the material – or pass it on for sharing
- Try to identify a theme that will appeal to your audience, and is similar to other materials they are used to reading, e.g. if your material is aimed at young gay men and lesbian women in cities, a cool, funky magazine-style material may appeal to them; if your material is aimed at professionals and office workers, a sleek, professional looking material may appeal better
- If you do not have someone with design skills in-house, consider hiring an external expert
- If you decide to design the material yourself, make sure to leave the correct sized borders and margins required for proper printing – speak to a printer beforehand if you need more information and use templates wherever possible.

Pre-testing

A pre-test means testing the draft materials or concepts/messages with representatives of your target audience. Pre-testing your materials provides a vital opportunity to assess and measure your target audience's reactions to messages and materials before you print the final versions – so that you can make adjustments as needed.

If you are undecided between messages or design ideas, pre-testing can help you to confirm which will be the most effective and appropriate.

Step 1: Conducting pre-testing

Pre-testing can be done through several small focus group discussions with selected members of the target audience. During the pre-test, five variables should be measured:

- Comprehension - do representatives of your target audience understand the key message? Are the main ideas understood?
- Acceptance - do they accept the messages and design? In other words does the message hold meaning? Do they believe it? Do they like the message design? Is there anything about the material or message which may be offensive or unacceptable to the audience?
- Attention—does the message/material attract and hold their attention? Do they find the document attractive? Are they likely to remember the message?
- Believability – is the message and information believable and convincing?
- Relevance – is the message personally relevant to the target audience? Are they persuaded to take action by what has been communicated in the materials? Will they share the message with others?

Step 2: Assessing pre-test results

Based on the comments you received in the pre-test, it is likely that there will be some suggestions on changes to the form and content of the material. It is important to change text, graphics, photographs or illustrations which your target audience respondents rejected, described as ugly or unappealing, or which they misunderstood or thought were culturally inappropriate.

However, before making changes, make sure you understand the basis for their responses. It is also important to assess the importance of different comments. For example, if 80% of the respondents felt that the message was appropriate but 20% thought that it should be changed, you will need to use your own judgement to gauge whether the majority feedback should be accepted and the minority dismissed, or whether the level of displeasure of the 20% minority holds more weight and warrants changes being made. It is advisable to then pre-test the revised draft to ensure that revisions that you have made are appropriate and the material is now acceptable to the target audience.

A sample pre-test form can be found on page 37, under the Resources section.

Printing and Dissemination

The quality of your print job can make a big difference to the way that your material is received. It is important to ensure that printing is of a high quality – once you have put so much effort into developing the material, you don't want to end up with a low quality product because the printing is badly done.

Similarly, the way in which your materials are disseminated can make the difference between whether they are read or not – and whether they reach your intended target audience or not.

Step 1: Printing considerations

Printing companies vary in both price and quality. It is important to consider both these things when deciding who to print with, if you are printing a material externally. Before deciding on a printer, ask to see some samples of previous print jobs to check the quality of their printing. Agree on the specifications and sign an agreement with the printer before paying – so that they commit to printing to the quality you want and you can hold them responsible if there is a problem which they are responsible for, during printing.

Discuss the different paper (thickness and finish) and ink options with the printer so that you can agree exactly what you want.

Ask the printer to print a sample copy of your material before going ahead with the full print run so that you can check that it is all okay and as agreed.

When the full print job is done, check it carefully before signing off on it – do not just look at the top copy! Sometimes the printer plates can slip during printing which will make it go wonky – or there may have been errors in trimming the paper which will also mean the material is not up to the quality that you are expecting.

Step 2: Dissemination considerations

Careful consideration needs to be given to the dissemination of the IEC materials you generate. Dissemination refers to how the product will be distributed to specific target audiences and should be done in a timely manner.

A variety of different options are available. Your choice will depend on the nature of the product itself, your target audience, their location, and, of course, your budget.

The main dissemination channels are:

- The postal system
- Media publications or journals
- Specialist events/launches
- Meetings and briefings
- Conferences
- Websites and blogs
- E-fora and email
- Community events
- Through community-based care or health workers
- Via health centres and clinics
- Through support networks and groups targeting your target groups
- Radio, and television.

Making your publications available online helps to increase reach at low cost. You may also consider allowing your partners and other organisations to re-produce your materials, provided they give credit to you, include your logo and let you know how they are using the materials.

Dissemination is a vital part of the process of IEC material production but which is often under-funded. Generally, it is not a low-cost exercise and its cost often takes organisations by surprise. Thus it is important that an organisation budgets adequately for the distribution of documentation and communication products at the planning stage. If funds are limited you need to be creative in your use of the various distribution channels. For example, you can cost-effectively distribute materials at different forums organised by partner organisations where key target groups will be in attendance.

If your funding or budget will allow, and your materials are part of a larger programme, or if the material itself is a large or very significant material, you may consider holding a launch event. A launch event will help to increase awareness of your IEC materials and programme, promote it, create additional visibility and demand and may generate increased funding for it (or for the programme), if you can clearly show the need for, and value of, the material.

Figure 6: Sample Dissemination Plan

Material	Language	Quantity	Medium	Point/Area	Responsible	Status
Safe sex brochure	SiSwathi	100	Printed copies	Nightclubs /Hhoho region	X and Y persons	Siswathi ones distributed English ones waiting to be transported
	English	50	As above	As above		

A dissemination strategy template can be found on page 41 of the Resources section.

Monitoring and Evaluation

The last step in the development of IEC materials is monitoring and evaluation – which needs to start as soon as you start distributing your materials.

Step 1: Understanding why we monitor and evaluate

This step is essential in helping you to determine ‘what worked’ and ‘what did not work’, in terms of your desired communication objective. You need to plan and prepare for this step from the beginning of a project, with your baseline survey. The process does not need to be expensive but you need to set up a mechanism which allows you to establish:

- Where the materials were distributed
- How they were used
- Whether the message had appeal
- Whether the materials helped to increase awareness and knowledge of the issues raised
- Whether people who received the materials actually changed their behaviour
- As a result of the material, whether change was created within a community or not
- What you can do to improve your next cycle of material development and dissemination.

Step 2: Understanding key stages in monitoring and evaluating

There are three easy stages to follow in monitoring and evaluating IEC material development and dissemination:

1. Review the goal, objectives and target audiences stated in the plan
2. Identify both qualitative and quantitative indicators to assess the quality and impact of the product
3. Decide how to collect, analyse and present evaluation information.

For example:

Goal: To contribute to reduced HIV incidence amongst LGBTI people in southern Africa

Objective: To reach 500,000 MSM in southern Africa with HIV prevention information by May 2014

Audience: MSM in W, X, Y and Z provinces

Product: Posters; information leaflets

Timing: To be completed by 31st May 2014

Dissemination: Posters in local clinics, community centres, bars; leaflets at local clinics and community health centres.

Monitoring and evaluation indicators:

- Number of copies produced and distributed
- Percentage of target audience that received the information
- Number of MSM in the targeted provinces find the communication products useful
- Number of MSM in the targeted provinces understand how to prevent HIV infection
- Number of MSM in the targeted provinces who changed behaviour to protect against HIV infection.

Step 3: Understanding monitoring and evaluation tools

There is a selection of different tools that you might use to monitor and evaluate the effectiveness of your IEC materials:

- Keep a record of where your materials have been disseminated to monitor their initial reach
- Provide feedback channels (by email, telephone or post) for readers to let you know what they thought about your materials
- Conduct a survey amongst representatives of the target audience to ascertain to what extent they have been reached with your information and messaging
- Hold focus group discussions with key stakeholders to gain their feedback
- Conduct an end of project evaluation which should follow the format of your initial assessment, so that you can compare results and see to what extent attitudes, behaviours and knowledge amongst your target group have changed
- Use information from partners and public offices which relate to your indicators to monitor trends – although you will not be able to say that you were responsible for any positive changes, you may have contributed.

These are just some suggestions – the tools you use to monitor the effectiveness of your IEC materials will depend on your target audience and the materials themselves.

Step 4: Managing positive and negative feedback

Of course, you want to receive positive feedback, after all your efforts to produce an IEC material for your target audience. However, be prepared for some negative feedback as well. When working on sensitive issues, the likelihood of negative feedback is higher, but the most important thing to remember is to learn from all the feedback – positive or negative. Any negative feedback may help you to identify areas for improvement when you develop your next material – or it may highlight programming areas that still need work, such as around stigma and discrimination.

Resources

In this section, you will find additional tools that may help you with various stages in IEC material development.

Sample IEC material pre-testing tool (can adapt for interview or FGD use)

Reviewer Information	IEC Material Information
Age:	Name of material:
Location:	Type of material:
Male/female:	Pre-test stage: 1 st / 2 nd / 3 rd
Pre-test methodology: Focus group discussion/ independent review / interview	Date:

Please fill in the table below indicating how you feel about the IEC material you have been asked to review. Please try to answer every question, indicating the level to which you agree with the statements using the following scale:

- 0 – no, not at all
- 1 – a little
- 2 – average
- 3 – a lot
- 4 – yes, completely

Variable	Questions	Rating (tick appropriate box)				
		0	1	2	3	4
Comprehension	Is the key message easy to understand?					
	Is the information easy to understand?					
	Is there anything you do not understand?					
	Is the chosen language suitable for your area?					
Acceptance	Is the language level suitable?					
	Is the message / information appropriate and acceptable?					
	Is there anything about the material or message which may be offensive or unacceptable?					
	Is the message useful?					
	Do you like the colours / them / pictures?					

Attention	Do you find the message / material attractive?					
	Does it hold your attention?					
	Will you remember the key message / information?					
Believability	Do you believe the message and information?					
	Do you trust the material?					
	Are you convinced to take action?					
Relevance	Do you feel the key message applies to you?					
	Will you make any changes to your behaviours / attitudes / practices?					
	Will you share the message / information with others?					

Comments: Please provide brief comments on your responses to each variable. If you marked any question 2 or below, please provide particular detail to explain why.

Variable	Comments
Comprehension	
Acceptance	
Attention	
Believability	
Relevance	

Thank you very much for your time and input

Writing skills reminders

Introduction

With all the information collected for your specific documentation and communication product, you are now ready to start writing. This Handout highlights the key elements of good writing in order to assist you in producing polished and professional work.

Some initial tips

- Keep the objective of your communication and your target audience in mind at all times - Stay focused.
- The key to getting your message across is in keeping your writing simple and avoiding unnecessary jargon. Make sure that the information you are incorporating into your work is correct.
- Be careful not to send out work that is full of typing errors and spelling mistakes. Refer to a dictionary whenever you are uncertain about the meaning or spelling of a word, and, most importantly, get someone competent, preferably an experienced editor, to proof read your work and make any stylistic changes needed.

Remember that while it takes some effort to produce good work, it is better to take the time to review, correct and than produce something which puts the reader off and makes them question the credibility of the information.

Starting principles

No matter which documents you want to develop, there are some key issues to consider when it comes to writing:

1. **Know your audience:** The language you select depends on your target audience. The nature of your target audience will influence your style, the format of your work and the use of language.

It is important, at all times, to keep your target audience in mind in order to guide your writing accordingly.

2. **Use a standardised format:** Your organisation may have its own particular style and format for the production of its communications. Agreed styles, fonts and formats help you to streamline your work and make it look clean and sharp.

Standardised formats normally prescribe what to do in terms of:

- Which kind of English to you use i.e. British English or American English
 - The format for dates i.e. 12th September 2007 or September 12th, 2007
 - The format for referencing i.e. whether as footnotes at the bottom of a page or as a list at the end of a work
 - Font size and style
 - Use of certain terms and phrases such as HIV and AIDS rather than HIV/AIDS, PLHIV rather than PLWHA
 - Use of capital letters (upper case) i.e. Internet rather than internet.
3. **Keep language simple and to the point:** Make sentences short and meaningful. Try to stick to one main idea in a sentence. Do not get lost in description, keep to the point. Wherever possible, avoid jargon. It may be that jargon cannot always be avoided, however, you will lose your reader's attention if you use excessive jargon. Finally, do not try and impress the reader by using complex or little known words. You do not want the reader to feel inferior or to think that you are showing off!
 4. **Expand on acronyms and abbreviations:** Acronyms are pronounceable names/words made up from a series of initial letters. For example, UNESCO (United Nations Educational, Scientific and Cultural Organisation) is an acronym, as is AIDS (Acquired Immunodeficiency Syndrome). HIV (Human Immunodeficiency Virus) or CEO (Chief Executive Officer), on the other hand, are abbreviations, a shortened form of a phrase or series of words. The abbreviation, itself, does not make up a pronounceable word. When you use an acronym or abbreviation for the first time in a document or communication, it is important to give its full definition. When writing a formal report, it is normal to create an acronyms and abbreviations list at the beginning of the report so that people can refer to it for the full meaning. As with jargon, do not use acronyms and abbreviations unnecessarily and make sure your audience understands the acronym if you do use it
 5. **Stay focused on your topic:** It is important to keep the objective of your writing and your target audience in mind at all times. This will help you to keep focused and reduce the risk of you going off the subject or including superfluous information in your material.
 6. **Use a writing plan:** Plan your writing before you start. Most writing is structured around a beginning (which includes an introduction), a middle (the body of your subject), and an end (the conclusion). Some documents may have a more complex structure which includes elements such as an Executive Summary or Appendices for the provision of more detailed information on a particular aspect of a topic. However, draw up a plan no matter what you are going to write, and then refer back to it for guidance.
 7. **Get your work checked:** It is vital that you have your work checked both for accuracy and in terms of the style, format and use of English. In the first instance, someone within your organisation, or an expert on the topic you have written about, should check that the information you have written up is correct. Secondly, a person competent in the language you have written in – must check your work for typing and spelling errors and to see that what you have written makes sense. Most writers, no matter how professional, are unable to see their own mistakes. If possible, get your work checked by someone who has experience in editing. They, too, can help to iron out any formatting difficulties. Work that is inaccurate, mis-spelt, full of typing errors and poorly laid out looks sloppy and creates a bad impression.

Dissemination strategy template

- 1. Purpose:**
Outline the reason for the development of the strategy
- 2. Title:**
Share the title of the document (for which the strategy has been developed)
- 3. Profile of the document:**
Describe the type of document, what its purpose is and any other defining details, including if it has been translated or presented in different formats
- 4. Dissemination Objectives:**
Define the objectives for disseminating the document
- 5. Funding for Dissemination:**
Highlight where the budget for the implementation of the strategy has come from (donor) and you may add the amount. Place logos of your organisation and donor supporting dissemination on the cover page
- 6. Frequency:**
Share the frequency of the document being developed, this is particularly useful where the document is part of a series, or a periodical that may be developed or updated every year, or bi-annually
- 7. Coverage:**
Share the geographical coverage that the dissemination process intends to reach with the document, by community, country, or region, as relevant. Also share primary and secondary coverage (informed by primary and secondary recipients/audiences for the document). This is important information for monitoring and evaluation purposes related to the document
- 8. Target:** define the target audience population for the document.
 - Primary recipients will be those that receive the document directly through the key dissemination methods, and
 - Secondary recipients or target audience are those who receive it via a proxy, such as a primary recipient CBO, that further distributes the document to its community PLHIV groups members.Both groups of targets are important to note for measuring the reach of the document and for future evaluation of its usefulness
- 9. Quantities and Descriptions:**
Outline the numbers of documents, and their description e.g. languages, whether on CD, or print format, that the dissemination strategy will be managing
- 10. Dissemination Responsibility:**

The roles and responsibilities of who will be doing what and at what stage during the dissemination process are critical. The strategy should define these, to avoid overlap and overlooking of certain steps in the dissemination processes

Define :

- who dispatches the documents
- who collects data on the dissemination (using tools)
- who keeps the records of dissemination (database, files)
- who supervises the process
- and which partners are involved and in what capacity.

11. Dissemination Monitoring and Evaluation Tools:

Design simple tools to collect key information around the dissemination, such as:

- name of recipient (organisation) of document (by community, country, region)
- type of recipient organisation
- number disseminated (by language or mode)
- purpose for which the document was used, following receipt
- number further distributed by recipient (primary target) organisation
- feedback slips to gather information from users (after 4-6 months of dissemination) on the usefulness of the document.

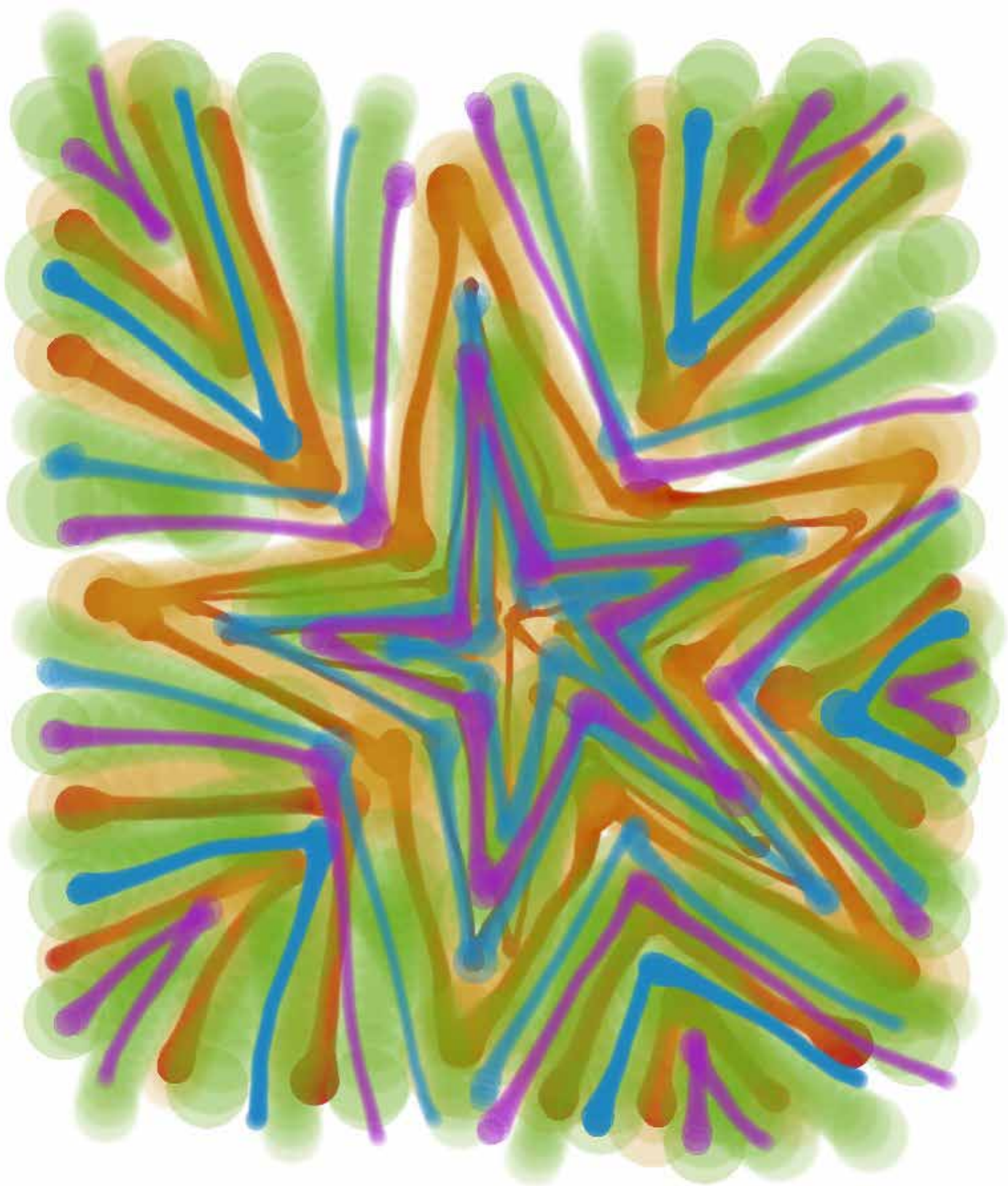
The tools can be completed by: recipients; partners who are doing onward dissemination of the document; distribution hubs and resource centres; country or community focal persons for your organisation; or by the individual at your organisation who is responsible for distributing the documents. Whatever methods are to be employed, they should be clearly defined in the Dissemination Strategy, as a foundation for the document M&E system.

The times/periods within which the tools should be completed, following dissemination of the document also need to be clearly articulated in the strategy.

12. Example - Document Allocation Plan

Recipient Points	Quantities (per edition)		Date of dissemination	Person/s responsible	Date feedback, tools to be collected
	Language A	Language B			
Country/Community A <ul style="list-style-type: none"> • Country/Community programme partners/ groups • Technical Partners • Government departments • Other groups • Distribution hubs • Resources centres • Media houses • Workplaces 					
Country/Community B <ul style="list-style-type: none"> • As above 					
Country/Community C <ul style="list-style-type: none"> • As above 					

Notes:



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