

WORKSHEET 1.1: IDENTIFYING STAKEHOLDERS

Purpose: These worksheets will help you think broadly of the different stakeholders who may need to be involved for an effective communication response. It is an initial list that can then be refined later, through subsequent worksheets.

Directions: With colleagues and partners, brainstorm on all possible stakeholders and their areas of expertise. This will help you define how each can support the communication response.

Please note that these worksheets are followed by a completed example that you can use as reference, if necessary.

Stakeholder	Core area of expertise (where relevant)	Primary Contact			
		Title	Name	Mobile Phone	Emails
Organization	Area				
<i>Government Institutions/Ministries/Policy Makers</i>					
<i>International Organizations</i>					
<i>NGOs/CBOs/FBOs</i>					
<i>Media and Communication Agencies</i>					

Worksheet 1.1: Identifying Stakeholders (Continued)					
Stakeholder	Core area of expertise (where relevant)	Primary Contact			
		Title	Name	Mobile Phone	Emails
Organization	Area				
<i>Research Agencies/University</i>					
<i>Private Sector</i>					
<i>Community Leaders/Key Stakeholders</i>					
<i>Individuals/Champions</i>					
<i>Other</i>					

WORKSHEET 1.2: MAPPING PARTNERS

Purpose: This Worksheet will help you map the stakeholders and services identified through Worksheet 1.1, according to their geographical coverage and domains of intervention to understand how best they can contribute to risk communication activities

Directions: Adapt the worksheet below to your country context and needs. If you have completed Worksheets 1.1, refer to them. Work through this worksheet with other partners, agencies and civil society, especially to obtain up-to-date contact information, representative of national context.

You will need to create as many rows in this worksheet as you need. Update the worksheet regularly to ensure its relevance. Share the completed worksheet widely with partners for feedback and input.

Please note that this worksheet is followed by a completed example that you can refer to as guidance if necessary.

Worksheet 1.2: Mapping Partners						
Name of Partner	Type of Organization	Geographical Coverage (adapt terminology as necessary)	Key Areas of Intervention	Key SBCC Related Activities	Community Mobilizers / Peer Educator Networks	Contact Details
	<input type="checkbox"/> Government <input type="checkbox"/> UN <input type="checkbox"/> INGO <input type="checkbox"/> CBO <input type="checkbox"/> FBO <input type="checkbox"/> Media <input type="checkbox"/> Youth group <input type="checkbox"/> Women group <input type="checkbox"/> Religious group <input type="checkbox"/> Other local group <input type="checkbox"/> Private <input type="checkbox"/> Other	<input type="checkbox"/> District 1 <input type="checkbox"/> District 2 <input type="checkbox"/> District 3 <input type="checkbox"/> District 4 <input type="checkbox"/> District 5	<input type="checkbox"/> Health <input type="checkbox"/> GBV <input type="checkbox"/> Nutrition <input type="checkbox"/> Agriculture <input type="checkbox"/> WATSAN/WASH <input type="checkbox"/> Shelter <input type="checkbox"/> Education <input type="checkbox"/> Emergency <input type="checkbox"/> Other: _____	<input type="checkbox"/> Coordination <input type="checkbox"/> Qualitative research Baseline, formative research Message development Produce IEC materials Community mobilization Radio programming <input type="checkbox"/> Train Community Health Workers <input type="checkbox"/> Teaching community leaders about health <input type="checkbox"/> Women's literacy and health training	<input type="checkbox"/> Yes <input type="checkbox"/> No	Name: _____ Tel: _____ Email: _____ Name: _____ Tel: _____ Email: _____ Name: _____ Tel: _____ Email: _____

WORKSHEET 1.3: CHECKLIST OF KEY CONSIDERATIONS FOR AN EMERGENCY COMMUNICATION PILLAR

Purpose: This checklist aims to help you ensure that key procedural considerations are addressed when creating a communication pillar.

Directions: Review this list to check that key procedural considerations are taken into account when creating a communication pillar.

Use the actions section to note what remains to be done to accomplish the consideration. Use this tool together with “Recommendations for Setting up and Coordinating a Communication Response Pillar” and “Identifying Current and Potential Stakeholders” for help with coordination and functioning of the pillar.

Worksheet 1.3: Checklist of Key Considerations for an Emergency Communication Pillar		
	Key Consideration	Remaining Action to Accomplish
<input type="checkbox"/>	Include the SBCC component in the national overarching preparedness and response plan, if one is available.	
<input type="checkbox"/>	Develop and share Terms of Reference to guide the functioning of the communication pillar.	
<input type="checkbox"/>	Develop and share Standard Operating Procedures to guide practice around SBCC activities.	
<input type="checkbox"/>	Include national and international partners operating in all types SBCC, anthropological and social research, media and social mobilization activities.	
<input type="checkbox"/>	Include relevant ministries relating to the outbreak and to communication/information/health promotion.	
<input type="checkbox"/>	Link the communication pillar with the national response mechanism.	
<input type="checkbox"/>	Link the communication pillar with other relevant pillars (e.g., via assigned focal persons).	
<input type="checkbox"/>	Link the communication pillar with mechanisms and services at local level.	
<input type="checkbox"/>	Create feedback loops with district level mechanisms and services for the quick dissemination of information and continuous assessment of how communities are responding to the emergency and to any SBCC intervention.	
<input type="checkbox"/>	Create two-way communication between the pillar and communities through local partners and selected spokespersons.	

If necessary, consider additional subcommittees that can come under the communication pillar:		
<input type="checkbox"/>	Message development subcommittee to coordinate message development, disseminate information, and help avoid confusion that can undermine public trust, raise fear and hinder response measures.	
<input type="checkbox"/>	Media subcommittee to identify focal points to monitor the press, talk and share accurate information with the media and speak at press conferences.	
<input type="checkbox"/>	Subcommittee for community action at the decentralized level to coordinate community activities at the community level through local organizations. This could include religious, sports, women, youth organizations and individuals such as local and traditional leaders, and actors from other development sectors such as education, agriculture, transport or fisheries.	
<input type="checkbox"/>	Research, monitoring and evaluation subcommittee to coordinate and monitor research to inform all SBCC activities, to evaluate interventions and share findings among all relevant partners.	

WORKSHEET 1.4: EMERGENCY RESPONSE PLAN – FIRST 72 HOURS

Purpose: These worksheets will help governments and partners think through the various communication actions that need to take place quickly to inform the public and contain the situation.

Directions: This exercise will need to be conducted with key stakeholders, including communication experts within the Ministry of Health and Ministry of Information as well as key stakeholders in the response, such as United Nations agencies, the World Health Organization, key partners and technical leads from various emergency response teams in the country (e.g., case management and surveillance, etc.).

1. Identify and gather key national, district and community level stakeholders for a participatory exercise.
2. Present on key considerations for an immediate emergency communication response (see section above).
3. Conduct a brainstorming exercise with key stakeholders to identify key actions that need to take place so that the public is properly informed of what to do.
4. Using that information, fill out the table below and present to the group for comments and discussion.
5. Brainstorm a list of what needs to be in place to make sure these actions can happen quickly (e.g., updated stakeholder contact sheets, etc.).
6. Pretest this information by conducting exercises with key stakeholders that test different emergency scenarios – adjust the table based on the pretest results.

First 12 Hours		
	Who is Responsible	Contact Information (Mobile and Email)
First 24 Hours		

First 36 Hours		
First 48 Hours		
First 60 Hours		
First 72 Hours		

WORKSHEET 2.1: GATHERING EXISTING DATA SOURCES TO INFORM NEEDS ASSESSMENT

Purpose: This worksheet is a checklist that aims to help you identify any information that is easily and quickly available to commence your rapid needs assessment.

Directions: Complete this checklist together with other stakeholders. This will allow for a broader view of what has already been done and exists in country. Discuss with stakeholders which of the information sources are available and the actions required to obtain and review the source. Please note that this list is not exhaustive and you may find in your discussions with stakeholders that other relevant information sources exist and should be considered.

Please note that this worksheet is followed by a completed example that you can use as reference if necessary.

Possible data source	Available (Yes/No)	Description / Comments	Action	Responsible
Demographic & Health Surveys (within the last five years, if possible)				
UNICEF's MICS (most recent publication)				
Reports from National Statistics Offices				
Reports from Ministry of Health				
Reports from Ministry of Education				
Reports from Ministry of Transport				
Reports from Ministry of Agriculture and Animal Resources				
Qualitative studies from Academia, Anthropologists and others				
Baseline studies from relevant interventions by IPs				
Mid-term & final evaluations from relevant interventions by IPs				
Media consumption studies				
Telecom and internet reports or consumption studies				
Other				

WORKSHEET 2.2: REVIEWING SECONDARY RESEARCH

Purpose: This worksheet will help you adopt a systematic approach to reviewing secondary data and highlight important findings that can inform the communication response.

Directions: Using existing data, determine which populations are most at-risk of an emergency and then gather data on knowledge, attitudes and practices related to the emergency, including cultural and religious practices and gender disparities that may affect an emergency response. Complete questions one to four with the information obtained. If an emergency has already started, fill out the table with the data from the documents that have been reviewed. Whenever possible, note the citation(s) for the secondary research and where the document(s) or data source(s) can be found.

Please note that this worksheet is followed by a completed example that you can use as reference if necessary.

Date: _____

1. What is the emergency?
2. Which populations are more vulnerable and at risk of being affected by the emergency?
3. If the emergency is already underway, which populations/individuals appear to be most affected by the problem? (insert percentages if known)
4. Describe the demographics (age, gender and education level) of those most affected by the problem?
 - Age:
 - Gender:
 - Education:

Type of Secondary Research	Location	Target Group Addressed by the Secondary Research	Relevant Key Findings	Barriers & Facilitators	Implications for Emergency Response	Citation and Date

WORKSHEET 2.3: RAPID ASSESSMENT QUESTIONS FOR CONSIDERATION IN EMERGENCIES

Purpose: This worksheet will help you evaluate what the secondary research tells us about knowledge, attitudes and other important considerations for the population regarding the emergency issue. If you do not find information about some of the factors, note it down as this may indicate a need for further research.

If you are unfamiliar with any of the terms listed in the table below, you can find definitions in the **Glossary** section at the end of this I-Kit.

Directions: **With other stakeholders**, brainstorm to determine the questions that primary research will need to include including on knowledge, behavior, attitudes and practices, and complete the table.

Knowledge:	
Attitudes & Beliefs:	
Risk Perception:	
Self-efficacy:	
Norms:	
Culture:	
Behaviors & Practices:	
Sources of Information & Media Habits (Including Telecom and Internet Use):	
Geographical Disparities:	
Other Observations:	

WORKSHEET 2.4: IDENTIFYING FURTHER RESEARCH NEEDS

Purpose: This worksheet will help you identify if and what further research you may require to develop adequate communication interventions to respond to the emergency.

Directions: Complete this worksheet referring to the information that you collected from the desk review. Consider the primary research methodologies described earlier in this unit to determine the most suitable approach for answering further information needs.

Please note that this worksheet is followed by a completed example that you can use as reference if necessary.

	Yes/No	Notes
Is there anything else you would like to know about the behaviors, attitudes, knowledge or perceptions of how the population is responding to the emergency?	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Do you need to know more about the barriers and facilitators of behaviors related to the emergency?	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Do you need to know more about the culture, norms and traditions that govern behaviors related to the emergency?	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Are there vulnerable and at-risk groups that have been omitted by the secondary research you reviewed?	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Do you need to know more about the people of influence in the lives of the affected populations?	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Do you need to know more about the programs and organizations operating in the affected areas?	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Have you identified any contradictory information from your secondary research that	<input type="checkbox"/> Yes	

requires further investigation?	<input type="checkbox"/> No	
Do you think that the information you collected from the secondary research may be biased in any way?	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Are there any questions that could help you design your emergency response that remain unanswered from the secondary research?	<input type="checkbox"/> Yes <input type="checkbox"/> No	

WORKSHEET 3.1: ANALYZING THE PROBLEM

Purpose: This worksheet is designed to be conducted at the community level should an emergency occur. It will help you analyze the problem related to the emergency and how it affects the community. The resulting information can be used to inform activities and objectives. It should give you a general overview of the problem and factors related to it.

Directions: Complete the worksheet together with key stakeholders and community members.

Please note that this worksheet is followed by a completed example that you can use as reference if necessary.

Problem being addressed by the emergency communication response: _____

What factors put community members at risk of the problem?	
What factors (behavioral and environmental) protect people from the problem?	
What behaviors (if any) caused or exasperated the problem?	
What behavior (or lack of behavior) caused or exasperated the problem (if any)?	
What behavior (or lack of behavior) maintains the problem?	
Who is most affected by the problem?	
Where are these people?	
What are the negative consequences of the problem for individuals affected by it?	
What are the negative consequences of the problem for the community?	
Who should share the responsibility for solving the problem?	
What key behaviors need to change to solve the problem?	
What conditions in the community need to change to solve the problem?	

WORKSHEET 3.2: SELECTING MOBILIZERS & SPOKESPEOPLE

Purpose: This worksheet provides a checklist highlighting some important characteristics of mobilizers and spokespeople. The list is not exhaustive and not all qualities may be relevant to all situations, but they can provide guidance in the process of selecting mobilizers. The worksheet should help you and the community identify the most important qualities you are looking for in your spokespeople and mobilizers.

Directions: Review and complete this checklist in partnership with community leaders and stakeholders from your community of intervention. Identify the relevance for each characteristic to the situation you are addressing and grade it from one to five (one being least relevant and five being most relevant).

Select those characteristics that have been noted as most important and use those to initiate a selection process with community members to elect mobilizers as per community protocol.

Role of a Community Mobilizer						
		Relevance				
<input type="checkbox"/>	Create trust	1	2	3	4	5
<input type="checkbox"/>	Bring people together	1	2	3	4	5
<input type="checkbox"/>	Create awareness by disseminating correct information and educating community members, liaising with services	1	2	3	4	5
<input type="checkbox"/>	Encourage participation of all community members, including marginalized and vulnerable groups	1	2	3	4	5
<input type="checkbox"/>	Work in partnership with community members and other stakeholders	1	2	3	4	5
<input type="checkbox"/>	Engage in an ongoing dialogue through the relevant communication mechanisms at local, subnational and national levels to provide information on the needs of communities and how are reacting to the emergency and response activities.	1	2	3	4	5
<input type="checkbox"/>	Encourage individuals to identify the needs of their community and support them in developing creative solutions to address those needs	1	2	3	4	5
<input type="checkbox"/>	Support emergency responders by facilitating the community entry process and providing feedback to community members	1	2	3	4	5
<input type="checkbox"/>	Commit the time to work with and engage their community	1	2	3	4	5
<input type="checkbox"/>	Conduct community surveillance	1	2	3	4	5
<input type="checkbox"/>	Monitor communication activities	1	2	3	4	5

WORKSHEET 3.2: SELECTING MOBILIZERS AND SPOKESPEOPLE (Continued)

Attributes, Attitudes and Values of a Community Mobilizer						
		Relevance				
<input type="checkbox"/>	Desire to examine and challenge one's own assumptions, opinions and beliefs	1	2	3	4	5
<input type="checkbox"/>	Respect for all community members and a non-judgmental attitude	1	2	3	4	5
<input type="checkbox"/>	Understanding and respect for the fact that different people have different views and perspectives	1	2	3	4	5
<input type="checkbox"/>	Belief that the community and its members are best placed to solve their problems	1	2	3	4	5
<input type="checkbox"/>	Trusted source of information for community members (e.g., be part of and known by the community)	1	2	3	4	5
<input type="checkbox"/>	Honesty	1	2	3	4	5
<input type="checkbox"/>	Respect for local cultural, traditional and social values	1	2	3	4	5
<input type="checkbox"/>	Dedicated commitment to the issue being addressed	1	2	3	4	5

WORKSHEET 3.2: SELECTING MOBILIZERS AND SPOKESPEOPLE (Continued)

Skills of a Community Mobilizer						
		Relevance				
<input type="checkbox"/>	Oral communication skills and the ability to translate complex scientific information into simple language that is easily understood by the general public	1	2	3	4	5
<input type="checkbox"/>	Facilitation skills to support communities to reflect on an issue and challenge dominant norms	1	2	3	4	5
<input type="checkbox"/>	Active listening skills	1	2	3	4	5
<input type="checkbox"/>	Decision making skills	1	2	3	4	5
<input type="checkbox"/>	Negotiation skills	1	2	3	4	5
<input type="checkbox"/>	Ability to help communities mobilize resources	1	2	3	4	5
<input type="checkbox"/>	Ability to link needs with local services.	1	2	3	4	5
<input type="checkbox"/>	Program management and planning skills	1	2	3	4	5
<input type="checkbox"/>	Basic advocacy skills	1	2	3	4	5

WORKSHEET 3.2: SELECTING MOBILIZERS AND SPOKESPEOPLE (Continued)

Knowledge of a Community Mobilizer					
	Relevance				
Knowledge of the community structure and organization	1	2	3	4	5
Knowledge of the community mobilization process	1	2	3	4	5
Knowledge of the facts relating to the issue being addressed	1	2	3	4	5
Knowledge of the cultural belief systems, beliefs and practices	1	2	3	4	5
Knowledge of ethical principles relating to working with individuals and communities	1	2	3	4	5

Most Relevant Skills for Mobilizers & Spokespeople in Our Community	
Roles	
Attributes, Attitudes & Values	
Knowledge	

WORKSHEET 4.1: IDENTIFYING PRIORITY AUDIENCES

Purpose: This worksheet will help analyze data from the rapid needs assessment to identify the priority audiences for the communication response to the emergency.

Directions: Use data from the rapid needs assessment and secondary research (Unit 2) or other primary and secondary research to complete this worksheet, as this will support an evidence-based selection of priority audiences. Where possible, complete this worksheet in collaboration with key stakeholders to stimulate information sharing and obtain a more complete picture of potential priority audiences.

Please note that this worksheet is followed by a completed example that you can use as reference if necessary.

Problem causing the emergency: _____

1. During an emergency, which groups of people would be most affected by the emergency?				
2. Which of the identified audiences, if any, would be particularly vulnerable?				
3. Which groups of people have control over factors that would cause or aggravate the emergency?				
4. Out of the groups identified in Questions 1, 2 and 3, what behaviors do they need to change to impact the outbreak? How important is that change for the reduction of the emergency, and how likely are the audiences to change those behaviors? Rate each area from 1 (least) to 3 (most) importance.				
Audience	Behaviors that need to change to reduce outbreak	Importance of each behavior for the reduction of the outbreak		
<i>Insert audience</i>		1	2	3
		1	2	3
		1	2	3
		1	2	3

WORKSHEET 4.1 IDENTIFYING PRIORITY AUDIENCES (Continued)

<i>Insert audience</i>		1	2	3
		1	2	3
		1	2	3
		1	2	3
<i>Insert audience</i>		1	2	3
		1	2	3
		1	2	3
		1	2	3
<i>Insert audience</i>		1	2	3
		1	2	3
		1	2	3
		1	2	3

5. In which geographical areas are the audiences mostly located?				
<i>Insert Audience</i>	<i>Insert Audience</i>	<i>Insert Audience</i>	<i>Insert Audience</i>	<i>Insert Audience</i>
6. How large is each audience group in the area of intervention? Use estimates if exact data is not available				
<i>Insert Audience</i>	<i>Insert Audience</i>	<i>Insert Audience</i>	<i>Insert Audience</i>	<i>Insert Audience</i>
7. Who controls/influences the behaviors of each audience group or the resources required for behavior change?				
<i>Insert Audience</i>	<i>Insert Audience</i>	<i>Insert Audience</i>	<i>Insert Audience</i>	<i>Insert Audience</i>

Adapted from How to Do an Audience Analysis: <http://thehealthcompass.org/how-to-guides/how-do-audience-analysis>

WORKSHEET 4.1 IDENTIFYING PRIORITY AUDIENCES (Continued)

Based on the information summarized in the table above, which are the audiences whose behavior change will impact the emergency the most? *These will constitute your priority audience or audiences.*

Based on the information summarized in the table, which audiences are the most vulnerable and at-risk of the issue causing the emergency? *These will also need to be considered as priority audiences to be targeted through separate interventions.*

WORKSHEET 4.2: EXPLORING IDEATIONAL FACTORS, BARRIERS AND FACILITATORS FOR INTENDED PRIORITY AUDIENCES

Purpose: This worksheet will help extract information from primary and secondary research about behaviors, ideational factors and barriers and facilitators for the intended priority audiences.

Directions: Use data from the rapid needs assessment (Unit 2) and other relevant data to complete this worksheet.

Please note that this worksheet is followed by a completed example that you can use as reference if necessary.

List below the priority audiences identified in Worksheet 4.1:

Complete this table for each priority audience, summarizing the data from the research according to current behaviors, ideational factors and barriers and facilitators.

Intended Audience:					
Current Behaviors	Ideational Factors	Barriers	Facilitators	Sources	
	Knowledge:				
	Beliefs:				
	Attitudes:				
	Self-image:				
	Perceived Risk				
	Self-efficacy:				
	Emotions:				
	Norms:				
	Culture:				
	Social Influences:				

WORKSHEET 4.2: EXPLORING IDEATIONAL FACTORS, BARRIERS AND FACILITATORS FOR INTENDED AUDIENCES (Continued)

Directions: Once you have completed the table for each separate audience group, summarize the most important things you have learned about each audience and the sources of that information in the table below.

Audience	Key Findings

Based on the information summarized in the table above, is there any information that you would still need to know about any of the intended audiences to help you inform your communication response? If so, write what you need to know about each audience group here:

What needs assessment methods can be used to answer those remaining questions? Consider the methodologies discussed in *Unit 2: Rapid Needs Assessment* and participatory approaches that involve the community as discussed in *Unit 3: Community Mobilization*.

Question	Possible Methods to Answer the Question

WORKSHEET 5.1: AUDIENCE PROFILE

Purpose: This worksheet will review available data for the development of audience profiles. Repeat the exercises for every audience segment so that you have an audience profile for each.

Directions: Use data from the rapid needs assessment, primary and secondary research (Unit 2) and from audience analysis and segmentation (Unit 4) to complete this worksheet. Complete a separate profile table for each priority and influencing audience identified in *Unit 4: Audience Analysis & Segmentation*. If possible, include members of the audience segment when completing this worksheet.

Focus on behaviors, reactions, emotions and information about the audience in relation to the emergency. Refer the questions listed in the Appendix to help extract the necessary information from the data and research.

Once you've completed the tables, be sure to write a brief summary capturing the main characteristics of your audience.

Audience Profile Table	
Name: Give a name to the audience as this is a simple and effective way to make the audience come to life.	
Profile Summary: Provide a brief summary to capture the key characteristics of the audience. It is recommended that you write this summary after having completed the rest of this worksheet.	
Demographics: Describe the age, sex, living location and conditions, marital status, number of children, ethnicity, language and socioeconomic status, etc. of the audience. Describe these in relation to the emergency, where appropriate.	
Behaviors: List the behaviors the audience engages in that are related to the emergency. If known, include the frequency and the context in which these behaviors happen.	
Reaction to the Emergency: How is the audience responding to the emergency?	
Media Habits: List the preferred media for the audience, and where, when and how they access it.	
Determinants of Behavior: Explore why the audience behaves the way they do in relation to the emergency. Consider their knowledge, values, attitudes, emotions, social norms and self-efficacy.	
Perceived Barriers: List the factors that prevent audiences from engaging in the desired behaviors.	
Perceived Benefits: List benefits that the audience can experience by engaging in the desired behaviors	
Psychographics: Describe the personality of the audience, their values and beliefs.	

<p>Lifestyle: Describe what the audience does on a typical day and where they go.</p>	
<p>Social Networks: Explore whom the audience spends time with and who influences them.</p>	
<p>Social and Cultural Norms: Describe how social, cultural and gender norms affect the audience's behavior and</p>	
<p>Stage of Behavior Change: Based on the information reflected in the table above, where is the audience situated along the behavior change process: unaware, knowledge, understanding, persuasion, intention or action? Explain your choice.</p>	
<p>Stage of Behavior Change</p>	<p>Reasons Supporting the Choice of Stage</p>

WORKSHEET 6.1: DEFINING SMART OBJECTIVES

Purpose: This worksheet will help you assess whether the communication objectives you have developed are SMART.

Directions: Write each communication objective you have developed and verify it is SMART using the check list. Use the checklist to identify the areas of the communication objective which need to be improved in order for it to be SMART

Please note that this worksheet is followed by a completed example that you can use as reference if necessary.

Program Goal: _____

Communication Objective 1: _____

Review the above communication objective against the criteria below:

Criteria for Assessing the Objective	Yes	No
Is the communication objective SMART?		
Is the objective Specific ? (Is the target population, geographic location and the activity required of them clear?)		
Is the objective Measurable (Is the amount of expected change defined?)		
Is the objective Attainable ? (Can it be achieved within the timeframe stated and with the resources available?)		
Is the objective Relevant ? (Does it contribute to the overall program goal?)		
Is the objective Time-bound ? (Is the timeframe for achieving the objective stated?)		
Does the objective relate to a single result?		
Is the objective clearly written? (Are the desired action and outcome clear?)		

If you have answered “No” to any of the above question on the checklist, you should redefine the objective to ensure it fits all the above criteria.

Improved Communication Objective: _____

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WORKSHEET 7.2: MATCHING CHANNELS TO THE PRIMARY AND INFLUENCING AUDIENCES

Purpose: This worksheet includes a list of questions to support the selection of an appropriate channel mix to communicate with the intended audiences about the emergency issue being addressed.

Directions: State who the intended audience is for this exercise and whether they are a primary or influencing audience. Complete one sheet for each audience segment you have identified. Worksheet 4.1 in *Unit 4: Audience Segmentation* can help you identify audiences if you have not done so yet.

Answer the questions asked about the audience. Use evidence-based data from sources such as media consumption studies, project reports, surveys, qualitative studies and government statistics.

Finally, summarize the key points as this will help you identify the most appropriate communication channels for each audience.

Please note that this worksheet is followed by a completed example that you can use as reference if necessary.

Audience: _____ **Priority** **Influencing**

1. What channels does the audience use regularly for different communication needs? For example, radios and TV for receiving or accessing news or health information, mobile phones for communicating with others, etc.
2. What communication channels does the audience generally prefer?
3. Which channels does the audience consider credible and for what kinds of information? Consider both modern and traditional communication channels such as community leaders and influential members or society.
4. What is the audience's literacy level? If possible, specify whether there is a different between rural and urban populations.
5. What differences exist, if any, in access to communication channels between genders?
6. Which channels does the audience prefer for getting information about emergencies?
7. Whom does the audience trust and turn to for advice about health or about other topics similar to that causing the emergency? If known, highlight differences between rural and urban areas and between genders.
8. During the emergency, how does the audience spend a typical day? Where do they go and what communication opportunities exist throughout the day? Consider that during an emergency standard routines may be disrupted.

WORKSHEET 7.2: MATCHING CHANNELS TO THE PRIMARY AND INFLUENCING AUDIENCES (Continued)

Time of Day During the Emergency	Activity	Location for Each Activity	Potential Communication Channels
Early morning			
Midmorning			
Midday			
Early afternoon			
Mid afternoon			
Early evening			
Dinner			
Late evening			
Special Occasions/ Festivities			

Summarize the information obtained from this worksheet in the table below. This will highlight the principal channels for communicating with each audience segment.

Audience:	
1. Communication Channel Preferences	
2. Trusted Information Sources	
3. Literacy Level	
4. Possible Communication Channels	

WORKSHEET 8.1: DEVELOPING MESSAGE MAPS

Purpose: This worksheet provides some guidance to identify key areas of a message map for an expected or existing emergency.

Directions: Complete this worksheet together with stakeholders to promote a broad exchange and analysis. Wherever possible, access evidence-based data to complete this worksheet. You can refer to the completed worksheets from *Unit 2: Needs Assessment*, *Unit 4: Audience Analysis & Segmentation* and *Unit 5: Audience Profiling* as these contain helpful information for completing this worksheet.

Please note that this worksheet is followed by a completed example that you can use as reference if necessary.

Brainstorm with your team to name all possible audiences that are in some way affected by the emergency. The table below provides categories of stakeholders to prompt thinking; however, you may wish to add other categories that are specific to your context.

Category	Stakeholders/Audiences
Individuals Directly Affected:	
Individuals Indirectly Affected:	
At-Risk and Vulnerable Individuals:	
Service providers:	
Influential Individuals/Decision Makers:	
Authorities and Government Bodies:	
Organizations Involved in the Response:	
Organizations Affected by the Emergency:	
The Media:	
Other:	

WORKSHEET 8.1: DEVELOPING MESSAGE MAPS (Continued)

Purpose: This worksheet provides guidance to identify key areas of a message map for an expected or existing emergency.

Directions: To help you identify possible concerns or questions an audience may have relating to the emergency, consider the various aspects that may be impacted by the emergency or impact the way an individual responds to the emergency. For each audience, list possible concerns or questions relating to the following areas:

- Access to information
- Ethnicity
- Gender
- Health
- Economics/Income Generating Activities
- Legal
- Religion
- Trust
- Safety/security
- Livestock

Audience	Concerns/Questions

- Review the questions/concerns in the table above and select the ones that you believe to be most pertinent. For each selected audience and question/concern develop:
 - Three key messages that answer that question/concern
 - Three supporting facts for each key message

Audience:		
Question:		
Key Message 1	Key Message 2	Key Message 3

Supporting Facts	Supporting Facts	Supporting Facts

WORKSHEET 8.2: KEY MESSAGES PER AUDIENCE SEGMENT IN THE SBCC STRATEGY

Purpose: This worksheet provides a template to record information that can guide and inform key messages for each audience segment that the SBCC strategy plans to target.

Directions: Refer to the worksheets completed in *Unit 2: Rapid Needs Assessment*, *Unit 4: Audience Analysis & Segmentation*, *Unit 5: Audience Profiling* and *Unit 6: Developing Communication Objectives & Indicators*. These contain useful information for this exercise and will ensure that messages are evidence-based.

Complete the table below with relevant information for each audience segment.

Please note that this worksheet is followed by a completed example that you can use as reference if necessary.

Audience:	<i>Insert the name of the audience segment.</i>				
Description:	<i>Insert a description and data regarding this audience (including their stage of behavior change) that has informed the communication objective.</i>				
Communication Objectives	Barriers	Facilitators	Key Benefit	Key Information	Key Message
<i>Insert the communication objectives identified in Unit 6.</i>	<i>Insert main barriers to performing the desired behaviors as identified in Unit 4.</i>	<i>Insert main facilitators to performing the desired behaviors as identified in Unit 4.</i>	<i>Insert the key benefit the audience can expect by performing the desired behaviors.</i>	<i>Insert key points of information that the audience needs to know in order to be motivated to perform the desired behavior.</i>	<i>Insert brief key messages that contain a call to action and the benefit reaped from performing it.</i>

WORKSHEET 8.3: REVIEWING KEY MESSAGES AGAINST THE 7 CS OF COMMUNICATION

Purpose: This worksheet is a checklist that outlines key questions to assess whether your key messages reflect the 7 Cs of Communication.

Directions: Review each individual key messages (and accompanying materials if available) against the checklist below. Through the checklist, identify if there are areas of improvement and reformulate messages if necessary

Please note that this worksheet is followed by a completed example that you can use as reference if necessary.

Key Message: _____

7 Cs of Communication	Message Check	Yes	No	Suggestions for improving the message (if necessary)
Command Attention	Does the message stand out/capture the audience's attention?	<input type="checkbox"/>	<input type="checkbox"/>	
Clarify the Message	Is the message simple, direct and easy to understand by the audience?	<input type="checkbox"/>	<input type="checkbox"/>	
Communicate a Benefit	Is it clear what benefit the audience will reap by engaging in the desired action?	<input type="checkbox"/>	<input type="checkbox"/>	
Consistency Counts	Are all messages consistent?	<input type="checkbox"/>	<input type="checkbox"/>	
	Can they be conveyed across different communication channels?	<input type="checkbox"/>	<input type="checkbox"/>	
Create Trust	Is the message credible?	<input type="checkbox"/>	<input type="checkbox"/>	
	Is the channel used credible?	<input type="checkbox"/>	<input type="checkbox"/>	
Cater for Head and Heart	Does the message contain logical and factual information?	<input type="checkbox"/>	<input type="checkbox"/>	
	Does the message use emotion?	<input type="checkbox"/>	<input type="checkbox"/>	
Call to Action	Does the message clearly communicate what the audience should do?	<input type="checkbox"/>	<input type="checkbox"/>	

WORKSHEET 9.1: DEVELOPMENT OF AN M&E PLAN

Purpose: This worksheet provides a template that can be support the development of Steps 2 to 4 of the M&E plan (to insert the necessary information for the M&E plan (definition of indicators; definition of data collection methods and timeline; identification of roles and responsibilities)

Directions: Use the tables below to input the required data for your M&E plan

When completed, the first table can be shared with relevant partners to inform them of the data being collected, how and by whom.

When completed, the second table can be used to report regularly to the emergency response team and shape the intervention.

Please note that this worksheet is followed by a completed example that you can use as reference if necessary.

On the table below, list all program indicators, how they will be measured, when and by whom. When completed share with all emergency communication response partners.

Indicator	Data Source(s) for Measuring Indicator	How Measured	Frequency of Data Collection	Person Responsible/ Data Manager

The table below can be used to update the emergency coordination cell on key indicators. It can be designed on an excel spreadsheet to allow inclusion of data over the course of the whole emergency, not just up until Week 5, as presented below. Graphs and charts can be used to represent information visually.

Key Indicator	Baseline	Week 1	Week 2	Week 3	Week 4	Week 5

More information on how to make graphs and charts in excel can be found at:

<https://support.office.com/en-us/article/Create-a-chart-0baf399e-dd61-4e18-8a73-b3fd5d5680c2>