Food and Agriculture Organization
of the United Nations

PLANNING COMMUNICATION FOR AGRICULTURAL DISASTER RISK MANAGEMENT

A FIELD GUIDE

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FOOD AND AGRICULTURE ORGANIZATION OF THE UNITED NATIONS
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Planning Communication for Agricultural Disaster Risk Management is part of a series of Communication for Development (ComDev) Resources produced by FAO Office for Partnerships, Advocacy and Capacity Development (OPC) to enhance the technical capacities of rural institutions and community based organizations to manage communication processes and media to increase the resilience of livelihoods to threats and crisis.

The publication builds on the results of FAO projects *OSRO/RLA/102/BEL Strengthening Community Preparedness and Resilience to Natural Disasters in Selected Vulnerable Areas (FAO OSRO)* and *GCP/INT/048/ITA Communication for Sustainable Development Initiative (CSDI).*

As a field guide, it presents how to assess rural people's communication needs and how to plan and implement Communication for Development (ComDev) activities to increase the resilience and protect the livelihoods of rural communities in the context of disaster risk management, crisis preparedness and responses in agriculture, food and nutrition.

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ACRONYMS AND ABBREVIATIONS

ADRM	Agricultural Disaster Risk Management
AEZ	Agricultural Ecological Zone
ComDev	Communication for Development
CSDI	Communication for Sustainable Development Initiative (Project GCP/INT/048/ITA)
DRM	Disaster Risk Management
DRR	Disaster Risk Reduction
FAO	Food and Agricultural Organization of the United Nations
FAO OSRO	Strengthening Community Preparedness and Resilience to Natural Disasters in Selected Vulnerable Areas (Project OSRO/RLA/102/BEL)
ICT	Information and Communication Technologies
KAP	Knowledge, Attitudes and Practices
KSAP	Knowledge, Skills, Attitudes and Practices
LBA	Livelihood Baseline Assessment
LCP	Local Communication Plan
N&S	Necessary and Sufficient
PCA	Participatory Communication Appraisal
PRCA	Participatory Rural Communication Appraisal
PSA	Public Service Announcement
SMMART	Specific, Measurable, Meaningful, Achievable, Realistic, Time-bound

ABOUT THE FIELD GUIDE

Reducing risk and increasing resilience to natural disasters and climate change is a process involving many stakeholders including: rural institutions, non-governmental and civil society organizations , farmer and fisher associations, community based organizations, broadcast and community media, local governmental representatives, and disaster preparedness agencies, among others.

FAO supports member countries in their efforts to improve resilience through the preparation of national Agricultural Disaster Risk Management (ADRM) plans. To this end, it has developed an operational framework and sets of tools and approaches that can guide countries and communities in developing ADRM plans at the national and local level[1].

Within this framework, FAO is taking further steps to enhance the ADRM planning through the application of Communication for Development **(ComDev)** methods and tools as a way to improve access to information and knowledge and to promote the participation of the affected population in resilience building. The ComDev approach, presented in this document, draws on experiences and results of the FAO projects *GCP/INT/048/ITA Communication for Sustainable Development Initiative (CSDI)* and *OSRO/RLA/102/BEL Strengthening Community Preparedness and Resilience to Natural Disasters in Selected Vulnerable Areas* (FAO OSRO), implemented in Bangladesh, Bolivia, Democratic Republic of Congo, Jamaica, Haiti and the Dominican Republic. ComDev components developed in support of the ADRM plans at the field level resulted in innovative communication activities integrating the use of community media and the Information and Communication Technologies (ICTs), to enhance early warning, response and recovery and of the affected communities.

Planning Communication for Agricultural Disaster Risk Management provides a guide for designing and implementing communication activities in support of ADRM. It focuses primarily on experiences gained in the English Caribbean region that have been also validated elsewhere. This field guide provides a complete overview of the ComDev planning in the context of the ADRM process, as well as concrete recommendations for its implementation. It can be used to orient ADRM teams and concerned rural stakeholders on how to go about designing ComDev strategies and plans to support ADRM. It also provides guidance on how to apply ComDev to enhance the overall ADRM participatory planning and result monitoring processes, ensuring multi-stakeholder dialogue and participation[2].

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1 Tools include: Disaster Risk Management and Systems Analysis: A Guide Book (FAO 2008), The Resilient Livelihoods and Disaster Risk Reduction for Food and Nutrition Security (FAO 2001a), and The Livelihood Assessment Tool-Kit: Analysing and Responding to the Impact of Disasters on the Livelihoods of People (FAO & ILO 2009).

2 For further information on ComDev planning refer to: Communication for Rural Development Sourcebook (FAO, 2014).

The Field Guide suggests effective methods for monitoring and evaluating impacts and results. By using this Field Guide, users should be able to:

- Recognize the value of ComDev in ADRM;
- Incorporate ComDev components into the ADRM preparatory design phase and planning process;
- Assess ComDev capacity and identify communication training requirements for local partners;
- Incorporate ComDev into the Livelihood Baseline Assessment (LBA) data collection process;
- Understand how participatory communication tools can facilitate LBA data collection;
- Analyse and use the results of Participatory Communication Appraisal (PCA) as part of the LBA;
- Understand which participatory communication methods can be used to validate findings and reach agreements with community stakeholders;
- Use PCA reports for planning an ADRM communication strategy and action plan;
- Determine SMMART communication goals and objectives as part of the ADRM plan;
- Identify SMMART communication outputs, outcomes and process indicators;
- Prepare a budget for implementing communication activities;
- Assign specific roles and responsibilities for implementing communication activities;
- Create a detailed implementation work plan.
- Design a monitoring and evaluation plan for the communication component.

We hope that this Field Guide will orient projects and programmes to include Communication for Development strategies and plans as part of their Disaster Risk Reduction and Resilience initiatives, with the overall goal of protecting family farmers in rural areas who are heavily affected by disasters, as well as strengthening their resilience to shocks and crises.

COMMUNICATION AND AGRICULTURAL DISASTER RISK MANAGEMENT

According to FAO (2011a), the alleviation of hunger and poverty is strongly correlated with disaster risk reduction (DRR). Floods, droughts, hurricanes, tsunamis and other types of phenomena affect people directly by destroying their agricultural infrastructure, assets and crops and by reducing their livestock production capacity. They can also interrupt peoples' access to markets, thereby blocking food supplies to the cities; reducing incomes and debilitating rural peoples' livelihoods.

Countries highly vulnerable to natural disasters such as hurricanes, tropical storms, floods and droughts are aware of this risk situation. With climate change, the danger of disasters is increasing steadily, as has been evidenced recently by hurricanes, storms and extreme natural events such as Sandy (2012), Dean (2007), Nicole (2010), and Ivan (2004) that have hurt the Caribbean region, as well as major adverse events that have affected other regions.

While natural disasters damage the agricultural sectors and impact national economies, rural people are more vulnerable and often heavily affected. The livelihoods of small farmers and fishers are especially at risk because they often have too limited access to infrastructure, resources and decision making to cope effectively and enhance their resilience. Furthermore, programmes and institutions engaged with Disaster Risk Management (DRM) are often lacking in capacities facilitating agricultural knowledge sharing, ComDev processes and the use of community media and ICTs to enhance people's resilience to shocks and threats.

In this section, we briefly present the concepts and steps related to Agricultural Disaster Risk Management (ADRM), the Livelihood Baseline Assessment (LBA), the role of ComDev and the additional value that it can bring to the ADRM process.

AGRICULTURAL DISASTER RISK MANAGEMENT

This field guide builds on approaches applied by FAO to deal with ADRM, such as the DRM framework (FAO, 2008), which considers the various phases of the DRM cycle (pre-disaster, response, and post-disaster), and the Sustainable Livelihoods framework (FAO 2011a), which looks at people and their livelihoods during these phases.

Together these frameworks recognize that all disasters (droughts, storms, floods, pestilence plagues, fires, earthquakes and so on) have specific impacts that are not necessarily experienced equally by all members of a given society, as some are more vulnerable. People's **vulnerability** depends on their physical and geographical location, coping skills and strategies, societal standing, livelihood activities,

resource base and institutional services' efficacy in crisis mitigation. Persons with fewer resources and weaker institutions are obviously more at risk.

Within this framework, limited access to timely information together with a lack of adequate communication services can be considered as another negative factor influencing the vulnerability of the rural communities.

BOX 1 KEY CONCEPTS

Hazard: A potentially damaging physical event, phenomenon or human activity that may cause the loss of life or injury, property damage, social and economic disruption or environmental degradation. Natural hazards can be classified according to their geological (earthquake, tsunami, volcanic activity), hydro-meteorological (floods, tropical storms, drought) or biological (epidemic diseases) origin. Hazards can be induced by human processes (climate change, fire, mining of non-renewable resources, environmental degradation, and technological hazards). Hazards can be single, sequential or combined in their origins and effects.

Disaster: A serious disruption of the functioning of a community or a society, causing widespread human, material, economic or environmental losses which exceed the affected community or society's ability to cope using its own resources. It results from the combination of hazards, conditions of vulnerability and insufficient capacity or measures to reduce the potential negative consequences of risk.

Risk: The probability of harmful consequences, or expected losses (deaths, injuries, property, livelihoods, economic activity disrupted or environment damaged) resulting from interactions between natural or human-induced hazards and vulnerable conditions.

Vulnerability: The conditions determined by physical, social, economic and environmental factors or processes which increase the susceptibility of a community to the impact of hazards.

Resilience: A system, community or society's capacity to adapt if exposed to hazards, by resisting or changing in order to reach and maintain an adequate structure and level of functioning. This is determined by the degree to which the social system is capable of organizing itself to increase its capacity for learning from past disasters for better future protection and to improve risk reduction measures.

Livelihood: Comprises the capabilities, assets (including both material and social resources) and activities required for a means of living. A livelihood is sustainable when it can cope with and recover from stresses and shocks, maintaining its capabilities and assets both now and in the future, while not undermining the natural resource base.

***Source*: FAO (2008) based on ISDR Terminology Version 2007 (www.unisdr.org/terminology)**

In the past, it has been difficult to plan for disasters faced by the fishing and farming sectors, because it is often difficult to assess threats and losses. Small farmers and fishers are not always registered in national databases, and if so, their livelihoods are still moving targets. Therefore, getting accurate "before" pictures of livelihoods at risk has often been difficult – making it challenging to both plan for DRM, and assist with recovery. The LBA and DRM approaches seek to address these information and capacity needs.

In addition to the key concepts presented above, the definition of **coping strategies** provides relevant elements to be considered (FAO, CSDI, 2010).

> Coping strategies – *It refers to short-term responses to events that threaten livelihoods and may serve to either positively or negatively impact the long-term sustainability of the livelihood base. The various coping strategies will have different costs and each one will affect the social group in different way.*

All the above definitions will be referred to in the communication planning process in support of ADRM presented in this document.

COMMUNICATION FOR DEVELOPMENT

Communication for Development (ComDev) is an approach that combines participatory communication methods and tools – ranging from community media to information and communication technologies (ICTs). It plays a key role in responding to new development challenges in the agricultural and rural development sector, for example disaster risk management, food security and nutrition, and climate change adaptation issues.

According to the United Nations, ComDev can be defined as a process that *"allows communities to speak out, express their aspirations and concerns, and participate in the decisions that relate to their development"* (General Assembly resolution 51/172, article 6). Moreover, the World Congress on Communication for Development (WCCD, Rome, October 2006) defined ComDev as:

> *"...a social process based on dialogue using a broad range of tools and methods. ComDev is about seeking change at different levels including listening, establishing trust, sharing knowledge and skills, building policies, debating and learning for sustained and meaningful change"*

The overall ComDev process foresees the following four main phases (FAO 2014), also presented in **Figure 1**:

- **Phase 1** - Participatory Communication Appraisal. The ComDev process begins with Participatory Communication Appraisal, which seeks to identify, assess and prioritize communication issues in the context of the development and ADRM initiatives being considered.
- **Phase 2** - Design of ComDev strategy and plan of action. A participatory process is put in place for the design of a comprehensive communication strategy which includes the selection of communication objectives, channels and messages. The strategy is accompanied by a plan of action that specifies the communication activities, and outputs foreseen, while outlining financial, material and human resources required. In some cases, due a specific focus and/or a limited lifespan of the project, the emphasis may be placed on a series of

activities to deliver a specific outcome such as: raising awareness, facilitating knowledge sharing or providing access to information, among others.

- **Phase 3** - Implementation of the ComDev plan. Specific conditions have to be in place while implementing the planned communication activities to ensure achieving the expected results and their sustainability.
- **Phase 4** - Result assessment and sustainability. This dimension entails the participatory monitoring and evaluation of the ComDev strategy/plan.

Figure 1 **The ComDev process**

COMDEV: A KEY TO ADRM

The ultimate goal of ComDev is to involve rural people in decision-making about their own development, while improving their livelihoods and resilience for more sustainable living conditions and coping mechanisms, especially in connection with threats, shocks and crisis.

The FAO Communication for Sustainable Development Initiative (CSDI) defined the role of ComDev applied to climate change adaptation as:

> *"...the systematic design and use of participatory communication processes, strategies and media to share information and knowledge among relevant stakeholders in a particular agro-ecological context, to enhance people's resilience and offer livelihood options to cope with climate change."*
>
> (FAO CSDI 2010)

ComDev tools and methods support the ADRM process by facilitating access to knowledge and information by institutions and rural people and enabling the active participation of local stakeholders. For example, experiences generated in the context of field projects in the Caribbean region show the following key functions can be accomplished by properly planned communication activities in support of ADRM processes:

- In the majority of rural areas, people have limited reading and writing skills, thus oral tradition is valued, as well as the use of media such as radio, television and cell phones. ComDev can maximize the use of these media for data collection, and especially validation in connection with the ADRM planning process;
- ComDev can help raising awareness on threats and shocks, while bringing greater visibility and credibility to the ADRM process as it unfolds;
- It can help facilitate multi-stakeholder dialogue, as well as greater buy-in, participation and ownership of the ADRM process;
- ComDev tools can help document local knowledge that is not always considered by conventional data collection and planning processes;
- Indigenous knowledge and voices of marginalized groups can be better valued and documented;
- ComDev facilitates the blending of local and scientific knowledge so that best options for adaptation and resilience can be documented, systematized and shared with larger groups of people;
- It can help improve extension services to farmers and fishers folk. ComDev may support community based communication activities through the use of local media and ICTs, reducing the need for one-on-one site visits;
- ComDev helps visualize problems and agree on priorities, facilitating consensus for action among a broad spectrum of stakeholders;
- Messages and communication materials can be locally contextualized using ComDev methods, therefore facilitating local actors and stakeholder profiling;
- Using ComDev methods and media throughout the ADRM process also helps to define more user friendly monitoring and evaluation activities.

INTEGRATING COMDEV IN THE ADRM PLANNING

As mentioned earlier, communication activities have to be systematically introduced as an integral part of the ADRM planning.

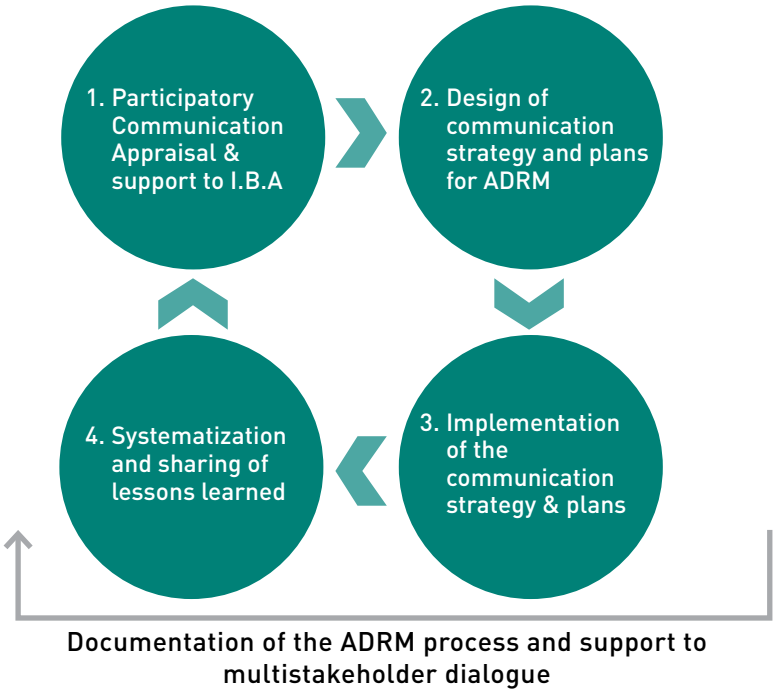
Based on FAO OSRO Project experience, the FAO ComDev team has developed a basic process in support of ADRM. It is essentially based on 4 elements (**See Figure 2**):

1. Participatory Communication Appraisal and support to LBA
2. Design of communication strategy and plans
3. Implementation of the communication strategy & LCP
4. Systematization and sharing of lessons learned

A key element of this approach is the continuous documentation of the process, as well as the validation of findings and agreements for the implementation of the LCP with local stakeholders.

The figure below presents how ComDev was integrated into the community-based ADRM process by the FAO OSRO project, from the assessment phase to the documentation and sharing of best practices and lessons learned.

Figure 2 **How ComDev can be integrated into the ADRM process (FAO, 2013a)**

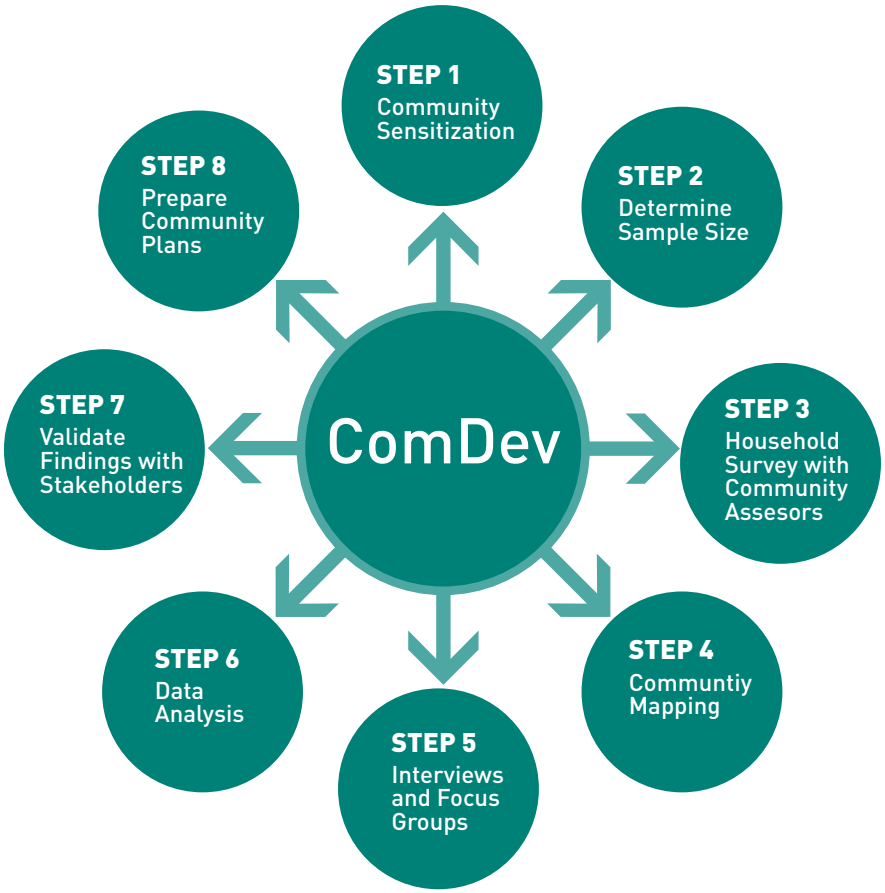


A first entry point is to include ComDev in the design of the LBA process that is the base for ADRM plans. This can be done by introducing specific communication activities to support the eight LBA planning steps (**See Figure 3**).

ComDev activities can be applied to support the whole LBA process, and in particular for:

- increasing community awareness and engagement (Step 1);
- supporting the household survey phase (Step 3);
- identifying information and communication needs and assets at the community level; using communication tools to support the application of qualitative research methods, for example community mapping (Step 4), interviews and focus groups (Step 5);
- Identifying, documenting and sharing good agricultural practices, and supporting the data validation process with local stakeholders (Step 6 and 7).

Figure 3 **ComDev entry points for the LBA process**



Furthermore, the results of the different LBA steps are consolidated in community-based ADRM plans (Step 8) that will include a ComDev component. It will also be better shared and agreed upon by using the communication tools identified as part of the process.

COMDEV STEPS IN THE ADRM PROCESS

This section describes the different steps for ComDev planning within the ADRM process and provides tips to incorporate communication components in ADRM field projects. The phases and steps presented here have been adapted from the ComDev models described earlier, as applied in the field in the context of ADRM activities carried out by the projects FAO OSRO and CSDI.

Figure 4 summarizes the entire set of phases and steps of the ComDev planning in support of the ADRM process that are presented extensively in the following chapters.

Figure 4 **ComDev planning for ADRM: main phases and steps**

PHASE 0	PHASE 1	PHASE 2	PHASE 3	PHASE 4	PHASE 5
Preparatory phase	Situational analysis LBA + PCA	Validation of findings and agreements with stakeholders	Design of ComDev strategy and plan	Implementation of communication strategies and plans	Monitoring and evaluation
STEPS	STEPS	STEPS	STEPS	STEPS	STEPS
1) Establish a ComDev team 2) Enhance team's communication capacity 3) Raise community awareness	1) Incorporate ComDev criteria into the design of the Livelihood Baseline Assessment (LBA) 2) Undertake Participatory Communication Appraisal within the LBA 3) Document best practices	1) Prepare PCA reports 2) Present LBA/PCA findings 3) Prioritize actions to be taken for the ADRM plan 4) Identify main stakeholders to address 5) Define key messages 6) Select media channels	1) Define SMMART communication goals 2) Define SMMART communication objectives 3) Define communication activities and media mix 4) Define SMMART indicators 5) Prepare a budget 6) Define a SMMART work plan and schedule 7) Prepare a monitoring and evaluation plan	1) Agree on an ADRM and ComDev implementation strategy 2) Systematize, document and share best practices in ADRM 3) Develop, pre-test and adjust communication materials 4) Raise awareness about key milestones	1) Monitor of communication activities/ processes 2) Evaluate results

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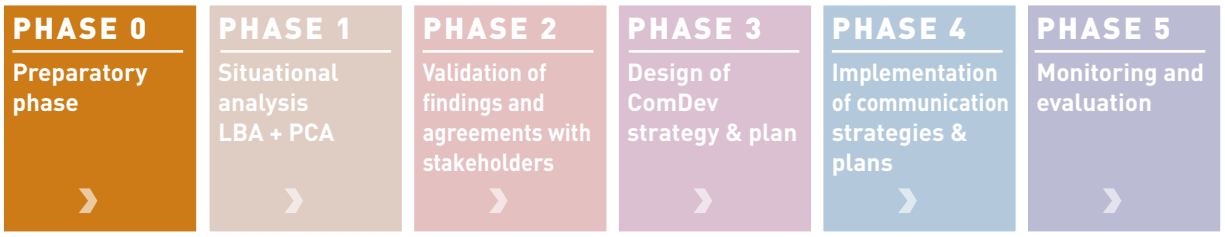
PHASE 0

PREPARATORY PHASE



STEPS

- → Establish a ComDev team
- → Enhance team's communication capacity
- → Raise community awareness

1 ESTABLISH A COMDEV TEAM

To begin the ComDev process, identifying people to lead it is essential. There will most likely already be an ADRM planning team, responsible for the overall process; this should take on board the preparation of a ComDev component as a specific task within the planning. It can be helpful to identify a group of people with technical expertise, who can help lead the communication component. These could be:

- Practitioners or organizations with expertise in ComDev;
- People with a strong interest in communication activities who want to be involved;
- People whose current responsibilities include communication, extension and/or public awareness;
- People who are likely to be responsible for the implementation of the determined communication activities;
- People with specific communication skills such as community radio workers, good public speakers, video producers, extension workers, etc.;

Ideally, there should be an attempt to build a team with a good variety of communication skills and interests. It is also important to involve young people, especially from the community. Most young people have a strong interest in media, especially social media, and might be interested in learning new skills and gaining experience.

The ComDev team's main duties are to:

- **Guide** the ComDev process to ensure results and transparency;
- **Select consultants or specialized organizations** locally or nationally (e.g. NGOs, community radios, universities, etc.). These will implement the whole ComDev process or specific phases, in addition to developing specific communication materials or activities and provide training;
- **Validate and adjust communication materials and tools** as they are developed, and as results are achieved;
- **Ensure** and verify that results are achieved;
- **Implement** pre-determined communication components;
- **Foster participation** and involvement;
- **Record and document** the communication process as well as project activities and results. The team should define its own work plan and schedule, and meet regularly depending on the activities being undertaken.

2 ENHANCE TEAM'S COMMUNICATION CAPACITY

ComDev strives to build upon people's communication capacity. Therefore, before beginning any ComDev process, it is important to initially **assess existing communication skills and equipment**. Getting a sound picture of what resources and skills are available will be valuable to the team and will allow planning of ad-

hoc learning and skill building activities. Assessing and building capacity at the local level will also be critically important for the implementing partners, as these will ensure follow-up to the ADRM communication strategy in the future.

A prototype checklist of potentially useful skills and equipment is available in **Annex 1**. These have to be considered prior to the start of the ComDev exercise.

3 RAISE COMMUNITY AWARENESS

A standard step in getting communities engaged in ADRM planning is to organize town hall meetings and informal discussion groups to raise the local awareness of the project and to encourage active involvement and participation.

This can be done through:

- Town crier systems calling people to meetings;
- Free riding regular farmer or fisher meetings;
- Free riding other community meetings such as PTA meetings, church meetings, etc.;
- Distributing flyers through schools or churches;
- Advertising through local/community radios;
- Posting flyers at popular local places, such as food stores, supply shops, coops, etc.;
- Posting information at postal agencies, banks, bus depots, and so on.

However, mobile phone text messaging services and social media are playing an increasingly important role in sensitizing community members and helping them to become actively engaged in the projects or development initiatives.

Once meeting dates are set and people are expected to attend, communication tools may also be highly effective at energizing communities, encouraging them to contribute to the ADRM planning process.

For example, video clips, jingles and YouTube skits can be used as discussion starters to get people interested and involved. These media tools will initiate discussions on ADRM amongst farmers and/or fishers, eliciting their involvement in the planning process through horizontal and bottom-up communication flow.

BOX 2 COMDEV MULTIMEDIA MATERIALS FOR SENSITIZATION

The use of ComDev for sensitization has been applied in numerous settings. For example, in the Caribbean, the Panos *Voices for Climate Change*[*] project employed the services of local musicians and artists for community concerts. The Caribbean Disaster Emergency Management Agency[**] did the same for projects such as *Climate Smart Community Disaster Management* under the *Mainstreaming Climate Change Adaptation into DRM* for the Caribbean Region programme. A project organized by the Sir Arthur Lewis Institute for Social and Economic Studies (SALISES) of The University of the West Indies also relied on local talent for their C-Change: *Managing Adaptation to Environmental Change in Coastal Communities* programme. During the FAO OSRO project, Jamaica produced two public service announcements[***] to encourage farmers and fishers to get involved in their local ADRM planning process.[****]

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[*] The video Voices for Climate Change is available at: http://www.youtube.com/watch?v=P61VAx6wi5o

[**] Training Resources produced within the framework of the CDEMA project are available at http://cdema.org/ccdm/

[***] The Public Service Announcements produced under the FAO OSRO Project are available at: http://www.youtube.com/playlist?list=PLPgHz0FsIFar6Hnw3G5GPzncCZkMbzk3z

[****] Many of these sensitization tools can be downloaded or viewed online to encourage communities to talk about ADRM and climate change adaptation.

PHASE 1

SITUATIONAL ANALYSIS LBA + PCA

PHASE 0	PHASE 1	PHASE 2	PHASE 3	PHASE 4	PHASE 5
Preparatory phase	Situational analysis LBA + PCA	Validation of findings and agreements with stakeholders	Design of ComDev strategy & plan	Implementation of communication strategies & plans	Monitoring and evaluation

STEPS

- → Incorporate ComDev criteria into the design of the Livelihood Baseline Assessment (LBA)
- → Undertake Participatory Communication Appraisal (PCA) within the LBA
- → Document best practices

OUTPUTS

- → PCA tools incorporated in the LBA tool
- → Best practices documented through media and information systems

1.1 INCORPORATE COMDEV CRITERIA INTO THE DESIGN OF THE LIVELIHOOD BASELINE ASSESSMENT (LBA)

The **Participatory Communication Appraisal (PCA)** is an integral part of the LBA process. In order to systematically design a sound communication strategy and action plan, most ComDev initiatives begin assessing and prioritizing communication issues, needs and assets in the context of a given development initiative. This always implies researching, through a survey, the community Knowledge, Skills, Attitudes and Practices (KSAP) in relation to a specific topic.

BOX 3 **KAP/KSAP ANALYSIS**

FAO proposes an additional level of analysis to the KAP criteria, the "Skills" principle. In this sense, the Knowledge, Skills, Attitudes and Practices (KSAP) is useful to identify various elements that may either facilitate or hinder a community's understanding and action towards a development issue or project:

- People's perceptions and levels of awareness;
- Knowledge gaps and information needs;
- Ways of accomplishing things;
- Feelings and cultural beliefs;
- Patterns of behaviour and existing practices.

The results of the KAP/KSAP analysis are the basis for defining the objectives, learning content and methods of the ComDev strategy and plan. It aims to measure what a specific group knows, does, feels, believes, and how this group behaves in relation to certain agricultural and rural development issues.

***Source*: FAO (2014)**

For the ADRM planning process, a full separate KSAP survey is not required because the LBA will capture much of the audience data necessary for designing the communication strategy. If this is the case, it is important to review the LBA tools and questionnaires to **ensure that specific communication elements are included** and captured as part of the broader LBA data collection process.

For example, in a FAO ADRM project in Jamaica, the original LBA field questionnaires included household socio-economic descriptors, geographical data, production data, seasonal data, crop production data, and asset data (natural, physical, social and financial), but they did not include questions concerning communication preferences and practices. Therefore, specific questions were added to the LBA questionnaires and guidelines on communication aspects were prepared to be used for focus groups.

Processing LBA results

Annexes 2, 3 and 4 take into consideration: a) the communication criteria to be included in the LBA questionnaire; b) guiding questions on information and communication for focus group meetings; and c) a summarized version of the guiding questions that may be considered by the LBA teams.

1.2 UNDERTAKE THE PARTICIPATORY COMMUNICATION APPRAISAL (PCA)

As mentioned before, the PCA must be considered as part of the LBA from its design. Thus, in order to have a high level of confidence of the results of the PCA results, it is crucial that it should consider a proper sample size like in the case of the LBA. Ideally, the PCA should obtain data from at least 10 per cent of the community.

The goal of the LBA is to collect as much information as possible to generate an overall picture of the community and people's livelihoods, and to gain a detailed understanding of the opportunities for increased resilience and recovery. In order to do so, sampling and site selection are critical to ensure the survey results provide high quality information that truly reflects impact, damage and loss.

The sampling process generally refers to reviews of existing LBA data and agro-ecological zone maps (agricultural livelihood maps, hazard maps, etc.). If livelihood zones have already been mapped, this is a good place to start selecting areas for the LBA. Once a zone or site has been identified, sample sites from within these are chosen. This involves two steps:

a) **Defining an overall sampling frame**, or a list of the overall number of sites from which the sample could be drawn. Ideally, the sample selected for the LBA should already have been determined by the team leading the overall ADRM planning process.

b) **Selecting sites**, the number of households to be selected will be determined. This will depend on the geographical area, accessibility, time and human resources available.

Now you can finally conduct the PCA as part of the LBA. You may want to use some participatory ComDev tools in each of the sampling sites. This is done so the more participatory, qualitative results will fully complement the main quantitative findings. Following are some of the participatory ComDev tools you may wish to apply in the field follow are presented.

Even though the quantitative LBA survey will reveal very important information on the KAP and the state of local information and communication needs and assets, in order to define a communication strategy and plan a specific research method should be applied. The method to support situational analysis in communication is called Participatory Rural Communication Appraisal (PRCA) (FAO, 2004a).

The PRCA is a participatory communication research method that utilizes field-based visualization techniques, interviews and group-work to generate information related to communication issues that are also very useful for the ADRN process in general. These tools can be adapted to different contexts to allow the task force to collect relevant data; encourage local project ownership; facilitate dialogue between locals and project staff; facilitate mutual agreements; and involve people in decision-making processes which directly affect their livelihoods (FAO, 2004a).

The PRCA is based on the assumption that when rural people are involved in a project from the start, identifying problems and needs, they are more likely to support and be involved with the project as it proceeds.

BOX 4 **THE PRCA**

The PRCA analysis is useful to understand information and knowledge exchanges happening within a rural community, and between its members and outsiders. It makes it possible to determine the most appropriate and cost-effective venues, media and interpersonal channels to reach and interact with the intended stakeholders.

It identifies the influential sources of advice and role models among participants and the availability of communication resources among the stakeholders, as well as their access to them and preference of use.

The best tools for assessing the communication resources are focus group discussions and interviews, but these can be complemented by ranking and scoring techniques; or more visual tools such as sketch maps, linkage diagrams, or Venn diagrams.

***Source*: FAO (2014)**

Following are some vital PRCA methods; these were employed in support of several ADRM projects:

- Focus group discussions;
- Community mapping exercises;
- Photographic documentation of community assets;
- Digital audio and video recording of key informants.

Focus group discussions

One very important tool to use in any LBA/PCA is focus group discussions. Focus groups should include key subgroups of the community and can be done both with mixed groups (i.e., groups representing a mixture of community people including young, old, male and female), as well as with specific groups that may require more attention.

Examples of specific communication focus group assessments are provided in **Annexes 3 and 4**. The example may be used as guide for developing ad-hoc PCA focus group assessment tool, depending on the needs of a specific community.

Community mapping exercises

Community asset mapping and hazard mapping are critical elements of any ADRM plan and are core qualitative tools in the LBA toolbox. They are also considered core tools in the ComDev methods repertoire.

Community mapping exercises are participatory communication tools because they involve community members walking through the district and mapping – on flip

Focus group discussion for the livelihoods baseline and information/communication assesment

Community mapping exercise

chart paper or other types of paper – what they perceive as hazards and risks, as well as physical assets, natural resources, social assets, financial resources and so forth.

By involving community members in the mapping exercise, people learn more about their community and how to look at it with a more critical and objective eye. This exercise allows community members to look at their own community through an ADRM lens.

The data, which may be captured in the form of quick sketches during an initial exercise, can later be stylized to create more durable maps, which will remain in the community. Community members are first to be involved in producing rough drawings of the community and piecing their drawings together to form an overall picture. However, these are later re-framed to create a much more precise map that may be presented also in the form of billboards and signs for use throughout the community.

In the case of FAO OSRO project in Jamaica, LBA field investigators also used GPS tools to record key points that residents felt were important to mark. This resulted in community maps with GPS coordinates that could also be digitally reproduced and used for ADRM planning purposes.

Hazard mapping exercise

• Photographic documentation of community assets

A further tool that can enhance both LBA data collection and community mapping exercises is the use of digital photography. Simple digital cameras or cell phones can be used for this task, unless high-resolution images are to be used at a later date. The use of simple photo and video cameras increases the scope of participation among community members.

For example, in the same FAO experience in Jamaica, a combination of simple cameras, cell phone shots and high resolution digital cameras was employed to create "photo-albums" for five pilot communities involved in the assessment process as part of the LBA, mapping exercises and transect walks, to try to document:

- Natural hazards;
- Physical hazards and conditions of roads, bridges, break-aways, etc.;
- Evidence of past disasters;
- Livelihood activities;
- Vulnerable groups;
- Types of crops grown (fishing communities) and agricultural practices;
- Testimonial of people with knowledge or personal experience of disasters (also to be interviewed on either video or audio-tape);
- Unique features or landmarks in the community;
- Improved practices to manage the territory (land, water systems, slopes, etc.);
- Social assets in the community (such as community organizations, churches and so forth);
- Financial assets in the community (cooperative banks, farmer co-ops, fishing co-ops, banks, informal savings schemes, etc.);
- Natural assets and resources (such as forests, streams, rivers, parks, waterfalls, etc.);

Using GPS tools for community mapping

Audio recording of key informants

Audio recording of testimonials and discussions with the community

- Human assets (such as people with specific skills to contribute to the community);
- Physical assets (such as specific buildings and equipment – e.g., fish storage facilities, cooperative buildings, agricultural services, schools, churches, farm stores, fishing boats, farm equipment, trucks and machinery, postal agencies, health clinics, buses and transportation services, etc.);
  - Social capital (such as women's groups, church groups, youth clubs, sports clubs, training facilities, Red Cross, etc.);
  - Coping strategies (community activities to cope with natural hazards);
  - Information and communication assets (such as cell phones in the community, radios, televisions, community radio services, traditional and local media, etc.).

The resulting photographs can then be grouped in folders with the same titles and used as raw material to support both validation of LBA finding and later material development. They help bring the data back to the respondents, greatly enrich the validation process and help in the decision-making about communication measures for ADRM.

One important point when taking pictures of people and their property is asking for permission first, and in some cases having them sign a written consent in case the material is broadcasted. Another important aspect is to prepare community photos, albums and simple displays to be organized in meeting places to guide discussions and follow-up actions.

• Digital audio and video recording of key informants

Two extremely useful additional tools to be used during the LBA process and the PCA, are digital audio and digital video recording of key informants or people with specific local knowledge. Capturing video and audio testimonials allows individuals to speak for themselves, share their views with the community and decision makers, and can provide relevant pictures of where the community is before the ADRM plan is completed. These testimonials can prove very valuable for later monitoring and evaluation as people occasionally forget what they said initially, or are unable to see

if change has taken place and resiliency has improved. Showing "before" videos is a very useful way to reach agreements between communities and institutions, as well as for information sharing on ADRM planning and for participatory monitoring among communities.

There are several examples of how the use of participatory video can give voice to the voiceless. The voices that are often ignored may not be when local videos are presented to local government officials in order to get their attention for addressing disaster mitigation needs in communities, or if posted on YouTube.

While simple video clips can be recorded on cell phones or basic digital cameras and edited for easy sharing, for more instructional learning and effective advocacy, slightly more advanced video equipment and editing skills may be required to package clips.

Additional tools

In addition to the core ComDev tools that are used in the LBA process, other tools may also be used to support the PCA process (see FAO and ILO 2009). They include data collection methods such as:

- Venn diagrams
- Transect walks
- Access and control profiles
- Problem tree analysis
- Priority ranking exercises

1.3 DOCUMENTING PROCESS, PRACTICES AND TECHNOLOGIES

There is no doubt that in order for farming and fishing communities to become more resilient to climate change and disaster impacts they will need to learn new skills, technologies and livelihood practices. This demands access to information and a behavioural change of some sort. Part of the LBA process should also include an assessment of ADRM and adaptation practices and technologies that farmers and fishers can use to help mitigate risk from disasters and/or adapt to climate change impacts. Best practices and technologies must be based on proven criteria that work for farmers/fishers or that farmers/fishers have found to be effective elsewhere.

Furthermore, documenting and sharing field experiences in relation to the LBA process with smallholders using appropriate communication tools will facilitate wider involvement of stakeholders in the process and contribute to the project's success. The implementation of communication methods in ADRM projects leads to stronger involvement of rural people in decision-making and an equal acceptance of technical innovations and local farmer knowledge. There are a wide range of participatory methods and approaches that highlight the role of farmers in ADRM

processes. These promote learning and innovation through the collaboration of different stakeholders in the analysis of agricultural problems, and developing and testing of alternative farming practices (GTZ & Rockefeller Brothers Fund, 2003).

a) What is documentation?

According to the Centre for Learning on Sustainable Agriculture (ILEIA, 2007), the term "documentation" or "documentation process" is one which seeks to organize information resulting from a given field project, in order to analyse it in detail and draw lessons from it. There are two main types of documentation (FAO, 2004b):

- Documentation of information or data (to organize and classify data under some criteria, category, etc.);
- Documentation of experiences (to systematize a process where different stakeholders participate, within a precise socioeconomic context and an established institution).

Documentation of experiences is a method aimed at improving practices based on a critical reflection and interpretation of lessons learned. It is used in field projects and programmes in order to help others learn and share knowledge systematically[3]. For ILEIA (2007), this organized process seeks to:

- Organize the information available;
- Analyse it in detail to understand what has happened;
- Draw conclusions which will help generate new knowledge; and
- Present the results in the chosen format.

The **timing of experience documentation** is also important, as it could be done before, during or after the experience. However, it is recommended to consider documenting from the beginning of a project. Ideally, the documentation process is carried out while the team is undertaking the practice. Remember that if it is done after a project, it is suggested not to wait too long, as people easily forget what has happened and it becomes more difficult to gather people and recover project data.

Documentation as part of the communication process (FAO, 2004b) supports a participatory learning and a two-way process of knowledge sharing. In this sense, documentation implies the feedback of participants and triggers a communication process among different actors. As a part of documentation, successful or failed practices in agriculture, experiences and views of rural families and farmers need to be considered. The following questions should be considered before documenting an experience:

- Do farmers perceive the need to change their strategy, system or current practice?
- Do you see advantages or benefits for the farmers in return for introducing the new technology or practice? Does it have a use value?

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[3] For more information visit http://www.kstoolkit.org/Systematization

- Does the family have the resources to risk testing and/or adopting the new technology or practice?

b) Stages in the documentation process[4]

Step 1: Plan the exercise – define purpose, focus and participants

Purpose - Why are you documenting technologies/practices? Make sure the purpose of the exercise is clear before embarking on it.

Participants – Involve people who are part of the team that developed, and/or validated/tested the technology or practice, as they will have practical experience with it whether they are farmers, development practitioners, researchers or extension staff. Decide who is going to take part and who is going to coordinate the process, and determine the resources available.

Focus - Choose a technology/practice that has provided benefits/use value to farmers. Determine what information is already available.

Step 2: Reconstruct the experience to be documented

During this phase, it is important to collect all the basic information needed in order to properly describe the practice or technology. Some basic information that may be considered is the following:

- Introduction
- Context information (e.g. geographical and socioeconomic aspects, including agro-ecological zone)
- Description of the practice/technology (summary)
- The methodology/approach used
- Validation process
- Inputs and expected deliverables
- Main outcomes and impact
- Key success factors
- Lesson learned
- Recommendations
- Contact person
- Further reading and supporting materials.

Try to **organize and analyse the information systematically and concisely**. For instance, FAO suggests the following steps to capitalize good practices through an **interactive non-linear participatory process:**

4 Adapted from http://www.kstoolkit.org/Systematization and ILEIA (2007).

Figure 5 **Experience capitalization cycle of good practices (FAO, 2013)**

During this process it is important to identify the positive and negative aspects for the case (what you want to show), the key messages (the most important idea you want to communicate) and how to present each in a clear, concise way.

Step 3: Document the technology or practice

After you have identified what you want to show and the key messages, you can start selecting the best media support for documenting the technology or practice.

Projects usually use printed material, such as brochures, articles[5] or publications to systematize experiences, but the use of an audiovisual format (e.g. videos, photos, radio programmes) is also suggested. See **Annex 5** for more information about **media selection for documenting**:

- "Life stories" including characters, places, people, conflicts;
- A process with a resolution;
- The conflict transformation;
- Lessons learned.

Audiovisual format can also be appropriate, as videos and photo albums can easily be uploaded and shared through open sources such as YouTube and Flickr/ Slideshare channels. At the same time, the advantage of an audiovisual format is its greater influence in the decision-making process and social awareness raising. New

[5] For more information about writing up an article for documenting an experience, see ILEIA (2007).

Information and Communication Technologies (ICT) have made the audiovisual tools and equipment more accessible and available for a wider audience. However, it is important that focus is put on the content and not only the media format.

For instance, FAO OSRO project in the Caribbean region documented the whole process through short videos and photo albums, to be used later for strengthening resilience capacities of farmers and fishermen. The main objective was to increase farmer and fisher communities' resilience through the implementation of community ADRM plans, location specific good practices and technologies, and the sharing of knowledge and experiences[6].

c) Criteria for selecting technologies and practices

Agricultural technologies and practices always need to be considered in their actual context with respect to policies, infrastructure, environment, culture etc. But what is considered a good practice? According to FAO's Good Agricultural Practices (GAP) definition[7]:

> *"It implies available knowledge that addresses environmental, economic and social sustainability for on-farm production and post-production processes resulting in safe and healthy food and non-food agricultural products. A good practice asserts that the method, process or activity that has been adopted is more effective at delivering a particular outcome".*

In this sense, a good practice has to be **relevant, valid, applicable, innovative and sustainable.**

BOX 5 THE VALIDATION PROCESS

Validation focuses on the collection and evaluation of scientific, technical and observational information (WHO and FAO, 2008) to determine whether technologies or practices are capable of achieving their specified purpose in terms of climate hazard control and disaster risk reduction.

- Did the technology or practice contribute to reducing vulnerability and risk diversification in the face of adverse weather conditions?
- Is the technology/practice valid, applicable, innovative and sustainable?

The validation process may be described using the following guiding questions:

- Who? Who was in charge of the validation process/activities? (NGO, research institution, farmer group/organization)?
- With whom? With whom was the technology or practice validated (e.g. with one or more groups of local farmers)? In which context and in how many different locations? Did stakeholders decide to not apply the technology for specific reasons?

CONTINUES ON THE FOLLOWING PAGE →

6 See the example of the participatory video Reducing Risk and Raising Resilience in Jamaica, a video produced by the OSRO project at http://www.youtube.com/watch?v=p5IcvCt64TM&tfeature=youtu.be

7 For more information see http://www.fao.org/sard/en/sard/754/945/index.html

- Where and When? Under which conditions was the technology/practice validated?
- How? What was the validation process or method used?
- Results. What were the results of that validation process?

Before selecting practices or technologies, we have to understand whether they were successful, if they are easily replicable and worth documentation. Therefore, not only should the technical validation be considered, but the socioeconomic conditions of the local population using the practice, and other aspects such as the degree of openness to accepting new technologies, local capacity and cost of adopting the new technology, accessibility of inputs required for implementation, and harmonization with traditional practices, among others.

d) Documenting local and indigenous best practices

Another crucial component of the ADRM planning process is documenting whatever good coping skills and best practices farmers/fisher folk have developed independently. The innovativeness that small producers develop on their own in the face of climate change and disasters implies they have not waited for scientific or "official" game plans, but have experimented and adapted in order to survive. These innovations also need to be part of the documentation process and must be shared with official science/research so that a complete range of "best bet" options can be included in the ADRM/CCA menu.

Basic participatory media tools, but especially video, photography and audio documentation, can be used to capture knowledge about these "best-bet" options to help systematize them so they can be shared easily to facilitate the learning process.

BOX 6 BEST BET OPTIONS FOR FISHERS IN THE CARIBBEAN REGION

The precise "best bet" technologies will vary from country to country, but in the English speaking Caribbean several have been identified for consideration and are being widely encouraged. In 2008, Balfour Spence conducted a comprehensive review of best bet options for small farmers based on different types of agricultural-ecological zones (AEZs) (Spence 2008).

For fishers, a set of best bet options is less well defined. In the Jamaican OSRO experience, however, the following "best bet" practices were identified:

- Using Larger Wire for Fish Pot Construction;
- Using Biodegradable Fish Pots to prevent "Ghost Fishing";
- Mangrove Re-Planting to Protect Breeding Sites for Fish Nurseries;
- Establishing Protected Marine Sites and Reporting Breeches of Fishery Laws;
- Catching Lionfish – an invasive species – to reduce its impact;
- Constructing and using Lightweight fibreglass boats to save on fuel costs.

CONTINUES ON THE FOLLOWING PAGE →

- Use of solar energy systems for fish storage facilities (solar energy to allow refrigeration even during disasters);
- Establishing fish farms and Aqua-culture alternative livelihood options;
- Using GPS to mark fish pot sites at sea to reduce loss of fish pots;
- Encouraging safety at sea among all fishers and practicing disaster drills.

If your ADRM planning process is going to involve pilot testing of different "best bet" technologies, these should also be documented using participatory media tools (audio, video, photography) as they are being done. Documentation of pilot technologies will not only aid and enhance the learning involved in demonstration site exercises, it also provides valuable media material that can aid the development of later projects for other farmers/fishers who are not part of the initial pilot programme.

For example, this approach was employed during the promotion of pineapple barriers as a "best bet" technology for hillside farmers by the FAO OSRO project in Jamaica. Pineapple barrier demonstration plots were established in the communities of Cascade and Halls Delight to encourage farmers to use the A-Frame to establish proper contours on their slopes to reduce landslides and run-off, while also improving their income. Training sessions were both photographed and videotaped providing rich documentation that was later used to develop simple learning materials for other farmers. Documentation via video also allowed for the technology to be systemized and for the techniques employed to be more streamlined before being passed onto others. To this aim, it is pivotal to develop an appropriate knowledge sharing strategy that enables reaching non-present farmers.

Documentation thus becomes a *communication process* supporting participatory learning and a two-way process of knowledge sharing, triggering a communication process among different actors (FAO, 2004b). It is also crucial that local knowledge on various "best bet" options is recorded, as deficiencies will need to be supported through the local communication strategies and action plans.

Having collected validated technologies and practices, it is pivotal to share them with interested communities. This may take place through the development of *local participatory communication plans* (FAO, 2014)[8], which leverage existing information and communication channels to ensure the adoption of technologies and practices by the communities. The plans include communication resources, participatory methodologies and training activities aimed at building technical and communication capacities at the local level. In particular, the Audiovisual Pedagogy principles provide guidance to develop communication tools and materials fostering two-way learning processes (see box 7 for further reference).

8 Refer to the experience documented in Bolivia: http://www.fao.org/3/a-i3492e.pdf - pg. 122

BOX 7 **PRINCIPLES OF AUDIOVISUAL PEDAGOGY**

- Recovery of farmers' traditional knowledge
- Direct reference to the producers' reality and use of local language
- Practical learning designed for smallholders and rural families
- Active participation of producers in the collective learning process
- Training sessions carried out where producers live, not interfering in productive activities
- Use of audiovisual media to overcome literacy barriers for transmission of knowledge
- Choice of appropriate technical information according to the different groups

Another key aspect beyond the documentation of good practices/technology is the dissemination of knowledge and information with a wider audience. Disseminating and sharing, involving interaction and conversation, can take place through different media, including information systems such as **FAO TECA** (Technologies and Practices for Small Agricultural Producers[9]). TECA has two major functions of an interactive knowledge repository where users can comment on the technologies published and compare with their own experiences, as well as participate in group discussion forums on specific topics. TECA also provides guidance for experience capitalization – i.e. repeatedly identifying, valuing and documenting experiences across various media. This process establishes the basis from which users can change and improve the practice as well as share it with others. For more information about TECA and how to upload technologies and practice to the on-line platform, see **Annex 6.**

9 FAO TECA website http://teca.fao.org/home

PHASE 2

VALIDATION OF FINDINGS AND AGREEMENTS WITH STAKEHOLDERS

STEPS

- → Prepare PCA reports
- → Present LBA/PCA findings
- → Prioritize actions to be taken for the ADRM plan
- → Identify main stakeholders to address
- → Define key messages
- → Select media channels

OUTPUTS

- → A PCA report
- → Simple presentation of LBA/PCA findings for participatory review with stakeholders
- → Participatory meetings with stakeholders to collect inputs for the ComDev Strategy.
- → Recommendations for the design of appropriate communication strategies, activities, materials and media

2.1 PREPARE PCA REPORTS

Once the LBA data, including the PCA findings, have been collected and processed, it is time to analyse the findings to determine:

1. Exactly what people know and do not know about the best practices, measures and good coping strategies that are available to help reduce their risk and improve resilience. The gaps in this knowledge will shape the key messages that are to be promoted;
2. Who are the primary audiences that need to be addressed and who are the secondary audiences to be included in the communication strategy (who is most vulnerable, what are the characteristics, and so forth); and
3. Which communication channels and media are the best to use to support the ADRM plan?

This information should then be presented in PCA report format. The actual contents may differ from one community to another, but the core components of the PCA report should include:

- An audience profile including basic socio-demographic characteristics and key stakeholder groups;
- Identification of current "good agricultural practices";
- Current attitudes and perceptions related to farm productivity and disasters;
- Identification of gaps in knowledge, attitudes and practices (KAP) for which key messages and/or communication and training activities are needed for resilience building;
- Identification of communication channels and media preferences;
- Suggestions for early warning communication.

Sharing LBA/PCA findings with communities

2.2 PRESENT LBA AND PCA FINDINGS

The information collected throughout the PCA needs to be fed into an overall report of the LBA findings. It should be presented back to the community for validation and will be used for later planning. While community members can be provided with copies of the PCA and LBA if they so choose, a more audio/visual type of report will probably be better suited for participatory review and validation.

Fortunately, if photo-documentation and audio/video documentation were used as part of the PCA and LBA process, you should have enough audio-visual material to use for this purpose. Prepare a simple PowerPoint presentation to share with community members during the validation session, using the photographs collected for the photo-album, as well as any audio/video clips and testimonials captured during the process. Simple flyers with key points can also be prepared and distributed as additional reference material for the meetings.

Once your validation materials have been prepared, you should then validate the findings with stakeholders through a separate meeting session. At the validation meeting, your main objective is to get confirmation on whether the conclusions drawn are in fact true as the community itself understands them to be.

Validating the findings with community members is critical for several reasons. First, it once again helps to build ownership of the participatory action planning process with a wide group of people who hopefully will become engaged in, and enthused about the project, and the communication activities that will be developed to support it.

Presenting LBA and PCA findings to the community

Secondly, even with triangulation and with participatory methods, research can sometimes yield biased or skewed results. Checking results with the community gives them the opportunity to correct any findings, and it also gives them a chance to provide additional insights or perspectives on how the findings may have occurred. For example, if results were skewed because interviews were conducted during a holiday period or when key people who should have been included in the survey were not available – getting their input at a validation meeting can help correct this oversight.

Community people may have completely different interpretation of results or may have different explanations for why certain actions, attitudes and behaviours may exist.

Validation meetings can also reveal hidden local political issues that need to be addressed before any farmer or fisher technology can be promoted. In some cases it is possible to identify which among the problems threatening a community's livelihood in the event of disasters (e.g. poor road conditions) may be addressed using more advocacy methods, instead of making changes to agricultural or natural resources management practices. Jointly with instructional communication promoting best practices, **advocacy communication** can help producing positive change.

Another example from a rural community **Old Harbour Bay**, in Jamaica, illustrates the need to encourage dialogue and discussion of results at the validation meetings. One key "best practice" that seemed to emerge from the LBA was the need for fishers to move their boats and equipment to higher and safer ground in the event of a storm or hurricane. This seemingly obvious practice was not widely utilised, so at first it seemed that the practice should be encouraged through communication efforts. At the validation meeting, however, fishers retorted that they were fully aware that this

Validation meeting with community members

was the ideal practice to follow, but they claimed that they could not do so because they did not have a designated land site to which they could bring their boats. In other words, they knew what they should do, they had the equipment to do so, but they did not have a site. Land for a housing development was apparently idle and the fishers claimed that would be the ideal location for their boats, but they were prohibited from doing so. As a result, they opted instead to move their boats to mangrove areas and hoped for the best – a decidedly poorer option.

BOX 8 VALIDATION MEETINGS: EXPERIENCES FROM FAO OSRO PROJECT IN JAMAICA

Revise the strategy based on the feedback from communities
During the project, the LBA data originally suggested that Irish potatoes were not a priority crop for most farmers in the area, but this was later disputed during the validation meeting. As a result, the list of priority crops was re-organized and this changed the priority "best bet" actions that the community wanted to initiate.

Discovering "hidden" issues
A farming community in Cascade, Jamaica, regularly suffers from destruction of their one and only road due to severe storms, heavy landslides and rain falls – essentially cutting off the community from its main source of livelihood and from any forms of transportation. Analysis of the LBA data alone seemed to suggest that the main action that needed to be taken was training of farmers in proper hillside management. While this was part of the problem, discussion with community members revealed three other main contributing causes to the poor road situation:

- First and foremost, members indicated that they had never really had such a serious road problem before the road was "improved" through a grant from an international donor agency. Unfortunately, the construction firm that was commissioned built a road of sub-par standards with sub-par materials which meant it could not withstand the large amounts of rain.
- Community members also felt that while many of them should indeed improve their land husbandry practices, some farmers were more critical than others with respect to road maintenance. These farmers were those whose land bordered the road. If they could be encouraged to improve their land husbandry, there would be significantly less run off and soil erosion along the critical vulnerable sections of the road itself.
- A third group that members identified as having considerable impact on local road conditions were the "heavy house" people in the community. These were identified as persons who had built very large (i.e., heavy) houses without getting proper approval in some cases and without building proper storm drains to avoid severe run off on the main road. As a result, the way these homes were constructed caused considerable damage to the road.

Identification of advocacy needs from discussing best practices
The discussion of results at the validation meetings in the rural community Old Harbour Bay in Jamaica illustrated the need to encourage dialogue to revise the communication strategy. One key "best practice" that seemed to emerge from the LBA was the need for fishers to move their boats and equipment to higher and safer ground in the event of a storm or hurricane. This seemingly obvious desirable practice was not widely utilised and at first it seemed that this was a practice that should be encouraged through communication efforts. At the validation meeting however, fishers retorted that they were fully aware that this was the ideal practice to follow, but they claimed that they could not do so because they did not have a designated land site to which they could bring their boats. In other words, they knew what they should do, they had the equipment to do so, but they did not have a site. Land for a housing development was apparently idle and the fishers claimed that would be the ideal location for their boats, but they were prohibited from doing so. As a result, they opted instead to move their boats to mangrove areas and hoped for the best – a decidedly poorer option.

2.3 PRIORITIZE ACTIONS FOR THE ADRM PLAN

Examples previously mentioned show that validating findings with community members is critically important. It is essential that both the ADRM plan and its supporting communication strategy and action plan are focused on the most important problems and issues that will reduce risk and increase resiliency in the community. It is also essential to identify problems that can be tackled with existing resources, as well as those that will require additional inputs.

This calls for a two-tier discernment process during the validation meeting. First, the most important underlying problems need to be confirmed and listed. Once this list is sorted, then a second discernment exercise can be done to determine two levels of priority actions: (1) those that can be tackled using existing community/ stakeholder resources; and (2) those that will require additional external inputs.

This discernment exercise is important not only for the overall ADRM plan itself, but for the communication strategy that will support it.

These two steps are reviewed below.

a) Determining the "Main Thing"

During the validation meeting it is very important to garner consensus on the main problem that is reducing resilience and increasing risk in the community. As Keefa Lorraine (1996) puts it:

The main thing
is to keep
the main thing,
the main thing

Identifying the main thing is often hard to do when competing interests and problems call out for attention. Problem tree tools can help with this exercise, and if is done during the LBA, it should be presented for discussion (see FAO 2004a for further reference). Another way to go about determining the Main Thing, is to ask the following question:

> "What is the number one MAIN THING that needs to be addressed and if done, would address 80 percent of the problems the community faces with regards to improving its resilience and reducing the risk of disasters"?

Asking this question is direct and focuses people on the underlying causes that more traditional methods of investigation inadvertently miss.

b) How to identify the "Main Thing"

As an exercise, to get good results, distribute "Main Thing" handouts to participants. This handout may include the following item to be completed:

> "The number ONE thing that – if solved – would reduce the risk of disasters in my community is:_____"

Allow participants ten minutes to complete them. Encourage them to think hard about what the main thing is that impacts resiliency. Once everyone has completed the hand out, ask them to read out their inputs and post them on a wall, board or flip chart in the validation meeting.

Chances are there will be a lot of repetition and if so, group the repetitive handouts together – one on top of each other. Recap what has been listed and reproduce the list on flip chart paper to ensure that all the participants' feel their input has been captured.

Next, post the flip chart of "main thing" results on a wall. Then distribute "voting dots" to the participants. Each person should get two coloured dots. One colour for the most important priority "main thing" and a second coloured dot for what they consider their second most important choice.

Explain how the voting works. Tell participants to use the first colour dot to vote for what they think is the most important main thing for their community to address as part of the overall ADRM plan. Explain that the second colour dot is for them to vote on the main thing that they believe is of secondary importance.

Allow 20 minutes for this exercise. When everyone is done, tally the results. Coloured dots for most important priority main thing should be given a value of three (3) while those given a second choice dot should be given a value of one (1) per dot. Tally up the scores and present the Main Things back to the participants. They should be listed according to the score they achieved.

c) Identifying what is doable

Using this list of priority "main things" that the community and stakeholders have voted on, it is next important to determine which of the priorities the community can address directly as part of their ADRM immediate plan.

It is important that the community feels that action can start immediately. After several days of LBA activities and different community meetings, when the results are presented people will want to see results as soon as possible. The adage to adhere to is:

> "If we decide what needs to be done on Friday, we should be able to start working on Monday".

To do so, another voting exercise is needed. Keeping the flip chart up with the existing ranking dots (first and second place), provide each participant with two additional dots of the same colour, but a different colour from the other two voting dots. With these dots, now ask participants to vote on those priority "main things" that they feel they can actually do something about using their own community resources (i.e., with the natural resources, physical, social and financial capital) that they have just reviewed in their validation exercise. People should now have a good idea of what resources are readily available.

Once again, allow ten minutes for this exercise. Everyone should place their two dots against the priorities that they think their community can actually begin to work towards given existing resources.

Once this is done, tally the results on another piece of flip chart paper as was the case for the first "main thing" exercise and get agreement on the results.

The "priority main thing list" and the "doable main thing list" will not match of course, but once they are posted, they can be reviewed and analysed together. Participants will begin to see that some "main thing" priorities will require additional outside resources and may be more long term in nature, but they will also appreciate that there are some activities that they can act on without outside intervention. All of these need to be captured not only in the ADRM plan, but in the communication strategy and action plan. Steps toward the long-term actions as well as those that are more easily implementable are both needed in the strategy and ADRM plan.

2.4 IDENTIFY MAIN AUDIENCES TO ADDRESS

A further step of the validation exercise that will feed into the communication strategy is the confirmation of main audiences. A common misconception in communication planning is the need to try to reach as many people as possible through communication efforts. While this is undoubtedly useful for general public awareness, it does not necessarily address changes in attitudes and practices that are required to support resilience, nor does it focus on the most important people whose behaviour or attitudes are needed to address most of the problem.

Identifying the main priority audience to be addressed is a commonly misdiagnosed task. This is not always easy and requires a rigorous process.

For example, one may wish schoolchildren to eat healthier lunches and at first glance, may believe that schoolchildren are the primary audience to address.

However, in order to get children to eat better (the end goal), it is more likely that the primary audience will be school lunch providers, teachers and parents.

As was the case with problem identification, for audience identification it is important to ask two main questions:

Primary Audience: Which group of people, if properly addressed through the ADRM/communication strategy – will likely solve the main ADRM problem? Whoever this group is, they are the PRIORITY audience and the main group to focus the communication efforts and resources on.

Secondary Audience: which group(s) of people do we need to engage and involve in order to get to our primary audience?

BOX 9 KEY AUDIENCES IDENTIFICATION IN FAO OSRO PROJECT

In the community of Cascade a relatively small group of people in the community were causing 80 of the road problem that affected everyone else. While the road contractors were a group that the community could not address easily, they could in fact address the local "heavy house" or roadside farming people quite readily and diplomatically; thus dealing with a considerable part of their problem.

In Cascade's case, upon reconsideration, the community identified two sets of audiences based on their short-term and long-term goals:

- **Short Term Goal** – Primary Audience: all farmers; secondary audiences: JAS, PMO, farmer groups, ODPEM, SDC, RADA, IICA, JOAM, Green House Growers Association, Forestry Department, churches. Special attention should also be given to young people in the community.
- **Long Term Goal** – Primary Audiences: specific farmers and householders who boarder the road; secondary audiences: NWA, ADRM committee, ODPEM. Youth should also be targeted for this as well.

2.5 VALIDATE MAIN MESSAGES

At the validation meeting it is also important to review the gaps in KAP that have emerged through the PCA, to gain consensus from the community as to what they believe are the most important messages to be conveyed through the communication strategy and action plan. These key messages will be further refined and fine-tuned as the strategy is developed, but at this stage, it is still critical to have the community sign-off and agree on what the research has suggested.

The case of **Old Harbour Bay** gives an example of PCA and highlighted a series of gaps in knowledge, attitudes and practices (**See Table 1 below**).

Table 1 **Old Harbour Bay, Jamaica (2012)**

Main gaps identified in Knowledge, Attitudes and Practices (KAP) and Communication Needs – Possible Messages						
Financial Issues • More information needed about possible insurance options in the event of disasters • More information needed on possible loan options and lines of credit • Ways to collectively get loans if individuals do not qualify or do not have sufficient collateral (e.g. they may not own their own boat) • Financial management skills for individual fishers	**Cooperative Management and Effectiveness** • Greater training on effective cooperative management and advantages of including new members (strength and unity) • Greater awareness of the role and value added that allowing women members into the cooperative would bring • Need for greater transparency in the cooperative management – and improved management of the coop	**Safety Practices and Drills** • Need for regular seminars on how to prepare for storms and disasters and where to evacuate too • Greater need to practice safe keeping of important equipment in the event of storms or disasters • Safety drills to minimize storm surge / flood damage • Safety at sea drills • How to respond when early warning systems are announced • How to handle an oil spill and protect fishing assets • Fish in convoys • Learn safety at sea • Keep a safety at sea kit in boat at all times • Learn to recognize distress signals at sea • Make sure boat has paddles and oars in case of engine failure • Fish within the limits of phone range • Charge phone battery before going out to sea • Get and use a solar charger for phone • Do not go to sea when a warning has been issued or in poor weather		**Fish Stock Management** • Proper catch and release techniques • Remove fish pots from the sea when possible. Help neighbours and fellow fishermen • Use improved fish pots with biodegradable panels to prevent ghost fishing • Practice proper catch and release techniques (e.g. circle hook: less likely to catch a fish's gut and improves its chances of survival upon release) • Rotate fishing grounds for sustainable fish stocks. Let fishing grounds rest. • Do not fish outside of closed season (lobster, conch) • Report breaches of closed season • Get involved in managing protected fishing areas – protect fish sanctuaries • Help replant mangroves • Prevent river pollution and illegal dumping • Do not catch immature fish	**Reef Management** • Learn more about artificial reef systems • Stop dynamiting to catch fish • Report incidences of dynamiting • Prevent upper river pollution	**Fish Storage and Preservation** • Consider renewable energy systems to run refrigeration and storage systems
Awareness of Government Measures for Fishers • Perception that government does little for them. Greater awareness of what the government is doing to help fishers in the area	**Navigation Systems** • Greater access to GPS equipment and how to use it	**Community Strengthening** • Greater awareness of the need for community unity and mutual support to both prepare and respond to disasters	**Coral Reef Management** • Greater awareness of ways to strengthen coral reefs	**Advocacy** • Support for lobbying and advocacy programme that would enable fishers to obtain government land for improved housing and as a safe zone for equipment in the event of a storm or hurricane. Fishers are aware of how to protect their equipment, but they lack the space to do so	**Securing Equipment** • Secure boat in mangrove • Share space with others. Do not overcrowd the mangrove • Detach and secure boat engine and store in a sealed plastic barrel	**Others issues** • New housing development (north of the community) is believed to be causing flooding in some sections of Old Harbour Bay as a result of poorly constructed drains • Pollution from land is affecting fishing - the need for plastic recycling efforts in their community have been reiterated

The LBA survey allows for a rigorous communication strategy that is focused on what is most critical. Too often, communication programmes are designed without any baseline data, which establishes what people know and do not know, do and do not do, believe or do not believe – about any particular development issue. As a result, they often begin producing posters, videos, flyers and other materials, without any real idea of whether they will address any real change and without any opportunity to measure effectiveness. Without a way of measuring impact, it is impossible to prove whether communication efforts have made a difference. Without this proof, it becomes even harder to attract resources and energy to communication activities. The main way to impart this level of rigour is to use KAP baseline data to inform and guide the design of the strategy. Clearly, when resources are scarce (as they often are in the agricultural and fisheries sectors) it is even more critical to ensure that communication efforts are strategically focused. To do this, the main focus will be on the gaps that exist in KAP and targeting communication efforts towards these. This is called "Gap Analysis". In the validation meetings, the gap in KAP analysis should be presented. The gap analysis is formulated in a table with three columns – the current baseline situation on the left, the ideal situation on the right, and the gap in the middle. **Table 2** below illustrates how a "Gap in KAP" analysis should be presented.

Table 2 **Example gap in KAP analysis**

Current Baseline Situation	Gap where messages may be needed	Ideal situation
Less than 10 percent of fishers practice safety at sea	An 80 percent increase in the number of fishers that practice safety at sea	At least 90 percent of fishers practicing safety at sea
Only 2 percent of people in the community have heard of the ADRM plan and can say what it includes	A 70 percent increase in the number of people who have heard about the ADRM plan and a 50 percent increase in those who can describe what the plan includes	Ideally at least 70 percent of the community will have heard of the ADRM plan and at least 50 percent will be able to say what it includes
Approximately 60 percent of farmers can describe poor husbandry practices that contribute to landslides but only 20 percent actually practice at least one sustainable hillside method	A 30 percent increase in the number of farmers who are implementing at least one proper land husbandry method	Ideally at least 70 percent of farmers can describe at least three different types of poor practice and at least 50 percent will be actively implementing at least one sound method

Once these gaps have been presented, it is crucial to determine priority of importance. Not all gaps can be accommodated through communication efforts – some may require enforcement of legislation or other types of development interventions. It is therefore important to:

- Identify those that can be tackled through communication activities;
- Then prioritize those in order of most importance. Most communication programmes should seek to address no more than four main gaps in any one strategy and action plan.

2.6 SELECTING PRIORITY MEDIA CHANNELS

The final step during the validation meeting is to confirm the most important communication channels to use in the community. This mix will vary from community to community. An example of communication channel and typology prepared by stakeholders in Old Harbour Bay is presented in **Table 3**.

Table 3 **Old Harbour Bay Main Communication Channels, from FAO OSRO project**

Timing of Training – Information Sessions – Media Outreach • Programmes being aired with information for fishers would be ideal between 2 -3:30 pm few fishers are at sea at this time.	**Preferred Communication Media Channels** • Announcements at the Market and Fisheries Cooperative • Prime Time news PSAs • Prime Time news runners at the bottom of TV screen • Posters and displays in the main market building	**Radio stations fishers listen to:** • Irie FM • Hot 102 • RJR Behind the Headlines	**Traditional/community Media Preferences** • Video testimonials of people from the community who have experienced disasters • Community dramas and plays about how to prepare and make livelihoods more resilient • DJ and Song competitions involving young talent in the community (singers, poets, dancers) • Dub-poetry competitions • Return of the JIS movie night/ information centre to show specific training videos • Town Crier for meeting notification • Parent teacher association meetings • Messages through school children to parents • Spring FM radio: Spring Village Development Foundation • Possible collaboration with Jeffrey Town Farmers' Association for radio drama series. • Community television studio that could be harnessed for message distribution	
Radio programmes fishers listen to: • Barry G • Ron Muschete	**Best Radio Times** • Cash pot hours • Mostly prime time news	**Internet and Social Media** • Close to no / no internet access. • However, tele-centre is in Spring Village.	**Print** • Newspapers are not an important medium.	**Mobile Telephony** • There is no data regarding the mobile telephony penetration in the community at this point, but it seems that most fishers and vendors do have cell phones. Text messaging and voice messaging are therefore options.

PHASE 3

DESIGN OF COMDEV STRATEGY AND PLAN

PHASE 0	PHASE 1	PHASE 2	PHASE 3	PHASE 4	PHASE 5
Preparatory phase	Situational analysis LBA + PCA	Validation of findings and agreements with stakeholders	Design of ComDev strategy & plan	Implementation of communication strategies & plans	Monitoring and evaluation

STEPS

- → Define SMMART communication goal(s)
- → Define SMMART communication objectives
- → Define communication activities and media mix
- → Define SMMART indicators
- → Prepare a budget
- → Define a SMMART work plan and schedule
- → Develop a monitoring and evaluation plan

OUTPUTS

- → A participatory ComDev strategy
- → A local communication plan produced with the community
- → A monitoring and evaluation plan for the whole strategy

3.1 DEFINE SMMART COMMUNICATION GOAL(S)

By now, the communication team has successfully identified the "main thing" that the community should focus on in its ADRM plan and through its communication efforts. The next step is to consider how the "main thing" can be turned into an overall SMMART goal. SMMART stands for:

- Specific
- Measurable
- Meaningful
- Achievable
- Realistic
- Time-bound

Within this framework, goals and objectives should be clearly identified. The goal is the ultimate end that the communication strategy and action plan should achieve. On the other hand, the objectives are the necessary conditions and steps you need to take to achieve the overall goal. Examples of SMMART goals from field projects in Jamaica are presented in box 10.

In the beginning, the process may require critical and constructive dialogue to set up realistic goals. In some cases, communities differentiate between short-term and long-term goals as part of their overall strategy, which can help identify which goals can realistically be achieved across a project time frame. Specifying goals SMMART-ly thus become absolutely essential. In other cases, communities set their communication goals squarely in the context of its overall ADRM plan, concretely defining what the community want both to "know" and "do" as a result of the ADRM plan and through the communication strategy.

BOX 10 **SETTING COMMUNICATION GOALS – EXAMPLES FROM ADRM IN JAMAICA**

Short-term goals identified in the community of Cascade

By the end of 2013, there will be at least a 50 percent increase in the number of people in the wider community of Cascade who know about the ADRM plan and can actively describe why it is important and what they are expected to do for it. And there will be at least a 30 percent increase in the number of people in the community who are playing an active role in the plan and a 30 percent increase in the number of farmers who are implementing at least two improved practices that are being promoted to reduce vulnerability and any further road damage.

By the end of 2016, all of the farmers/households that border the road will be actively practicing proper land husbandry and building / drain construction so that no further road damage is caused. Repairs to the road will be maintained and sustainable and at least 50 percent of the community will be actively involved in activities to have the road repaired.

CONTINUES ON THE FOLLOWING PAGE →

Goals identified in the community of Old Harbour

The community wanted to know about: (a) safety at sea measures; (b) safety measures to protect themselves and their property; (c) the ADRM and livelihood plan - what is in it, what they can gain from it; and (d) more environmentally friendly fishing methods.

The community wanted to do the following actions: (a) share information with others about the ADRM plan; (b) use GPS technology at sea; (c) practice safety at sea; (d) expand membership in fishing cooperative; and (e) stop disrespecting environmental laws such as (1) no-fish zones, (2) closed season regulations, (3) dynamiting, (4) catch and release of undersized fish and so on. Furthermore, the community wanted to change existing attitudes- i.e. change poor attitudes about disaster preparedness and encourage personal and community responsibility.

The community finally planned by the end of 2013 at least a 50 percent increase in the number of people who know about the plan; a 20 percent increase in the number of people who can say what is in the plan; and 10 percent increase in fisher folk who are actively adopting at least two recommended practices in the plan, in order to improve fishing livelihoods and reduce vulnerability and risk.

Long-term goals identified in the community of New Market

By the end of 2013, there will be at least a 5 percent increase in the number of farmers actively implementing at least one improved livelihood practice or alternative livelihood activity as recommended in the ADRM plan. These will also have taken at least two steps towards implementing a road management strategy in order to reduce livelihood risk and vulnerability in the wider New Market area.

Specifying "communication goals" in relation to the overall "ADRM" goals is pivotal for an effective strategy for reaching ADRM goals themselves. The overall communication goals need to be in harmony with the overall goals and objectives of the ADRM plan itself. The ComDev strategy is meant to support and enhance the ADRM plan and help make it more effective and successful.

It is also important to recognize that not every action identified in the ADRM plan is amenable to communication activities, which is why it is important to establish specific and concise communication goals and objectives as part of the overall ADRM goal.

BOX 11 THE NECESSARY AND SUFFICIENT (N&S) TEST

Below are some tips related to the formulation of the right objectives in order to achieve the overall goal.

It is important not to have too many objectives. Three are needed at most. Once the objectives are defined, the N&S test should be used to see if you are on-target. Ask if each of the objectives is truly needed in order to successfully reach the goal identified. If it is, then keep it. If not, omit this objective because it will overburden the strategy. However, also check you have sufficiently listed all the steps/objectives required to achieve the goal. If not, you may need to add additional objective/s. Include in the strategy only as many objectives as is needed to be effective and successful. This same N&S test will be applied through several other components of the strategy as you go along.

Empowerment through appropriation of Communication methods and tools

It is important to remember that ComDev is not the same as formal education or skills training (although ComDev can help to promote and support education and training activities which may be part of an ADRM plan). Communication activities are those that improve dialogue and participation, and facilitate access to knowledge and information.

3.2 DEFINE SMMART COMMUNICATION OBJECTIVES

With a SMMART goal determined, the next step in the design process is to establish SMMART communication objectives. Objectives need to be written just as SMMART-ly as the overall goal since the objectives are equivalent to the indicators that will be used for later monitoring and evaluation, and will in turn shape what type of messages and communication activities are identified for implementation

The example of the ADRM plan formulated by the farming community of **New Market** in Jamaica will help in clarifying this process. The key activities of its ADRM plan for New Market are listed in **Table 4**, while Box 12 presents the communication objectives and compares it with those established for another community.

Table 4 **New Market ADRM Action Plan**

<table>
<tr><th>Priority Training Needs</th><th>Livelihood Needs</th><th>Preparedness Actions</th><th>Emergency Response</th><th>Post Event Actions</th></tr>
<tr><td rowspan="3">Short-term
Proper Pesticide use
Soil conservation and land husbandry
Integrated pest management
Proper use of fertilizer
Financial management – budgeting, record keeping</td><td rowspan="3">Additional long-term livelihood diversification priorities
Development of craft industry
Historical tourism (and/or disaster tourism)
Cultural festival</td><td rowspan="5">Preparedness Actions to be Promoted – Annual Short Term Actions (January to May)
Bush bypass road and grade (Parish Council, community representation to MP and Councillor)
Establish nursery and seedlings – do not plant in ground
Consider reducing number of livestock
Stock up on extra fertiliser supplies, feed and medicine and secure
Clean drains and diversion ditches</td><td>Emergency Response: Hurricanes
Reap mature crops, store and share
Move livestock to higher ground
Move poultry to shelter
Bring seedling trays indoors
Secure pesticides and herbicides, chemicals to prevent wetting
Sell livestock/poultry
Secure buildings</td><td rowspan="5">Post event Actions
Check on animals, treat injuries, bury dead livestock
Salvage crops, prune and rehabilitate trees
Allow land to drain, plough and plant appropriate crops
Test soil
Plant seedlings
For pests – destroy infected crops</td></tr>
<tr><td>Emergency Response – Flood
Move livestock to higher ground
Reap and store crops
Close road
Store potable water
Help to clear roads
Evacuate if threatened by flood waters</td></tr>
<tr><td>Emergency Response – Drought
Rehabilitate catchment tanks
Clean and line natural ponds
Increase rainwater harvesting via gutters, tanks
Utilize drought resistant varieties of crops</td></tr>
<tr><td>Medium term
Broiler production
Rabbit rearing
Goat rearing</td><td>Additional Actions
Protect/maintain rain gauges to be established by WRA
Maintain road drains</td><td>Monitoring and Warning – Pests and Diseases
Increase monitoring of pests
Notify RADA if pests are discovered
Warn farmers of pest threats</td></tr>
<tr><td>Long-Term
Agro-processing</td><td></td><td></td></tr>
<tr><td></td><td></td><td></td><td>Mitigation – Pests and Diseases
Practice crop rotation
Practice intercropping
Practice IPM
Use proper fertilising methods
Use only approved pesticides and methods
Record crop yield</td><td></td></tr>
</table>

Following the definition of activities to be included in the ADRM plan, communities can identify the expected communication objectives as exemplified in Box 12 in the case of the communities of **New Market** and **Cascade**

BOX 12 COMMUNICATION OBJECTIVES (FAO OSRO PROJECT)

Objectives identified in the community of New Market

1. By the end of mm/yy, at least 50 percent percent of farmers/community members will have heard about the plan, know what the plan is, and know how they can benefit; and at least 5 percent of farmers will be actively involved in its implementation.

2. By the end of mm/yy, at least 5 percent of farmers will be actively pursuing alternative livelihood options.

3. By the end of mm/yy, at least 30 percent of community members will know of at least 4 different steps that can be put in place to develop a road management strategy and at least 10 percent of community members will be actively involved in at least two steps towards improving the road.

4. By the end of mm/yy, all of the farmers/households that border the road will be actively practicing proper land husbandry and building / drain construction so that no further road damage is caused. Repairs to the road will be maintained and sustainable and at least 50 percent of the community will be actively involved in activities to have the road repaired.

Objectives identified in the community of Cascade.

1. By the end of mm/yy, at least 80 percent in the wider community will have heard about the ADRM plan and will have attended at least one meeting or community consultation.

2. By the end of mm/yy, at least 50 percent of the population will have participated in at least one specific community-wide ADRM implementation activity.

3. By the middle of mm/yy, at least 80 percent of farmers will have participated in at least two training days to promote new farming practice and/or alternative livelihood strategies under the ADRM plan.

4. By the end of mm/yy, at least 70 percent of the farmers/households above the road will understand and be able to articulate what poor practices contribute to road damage.

5. By the end of mm/yy, at least 70 percent of the farmers/households above the road will be able to articulate what positive practices they should have in place in order to minimize road damage.

6. By the end of mm/yy, at least 50 percent of the wider community will have participated in lobbying and advocacy activities to get the road repaired.

3.3 DEFINE COMMUNICATION ACTIVITIES AND MEDIA MIX

Having outlined the Necessary and Sufficient (N&S) communication objectives to achieve its overall goal(s), the next step for a team is to match discrete communication activities to these objectives and to begin breaking down the different communication tasks that will be required.

a) Types of communication to consider

It is important to recognize that there will be different types of communication activities to include in the strategy. These might be:

- General public awareness (to raise consciousness);
- Community information and awareness (to highlight and encourage participation and facilitate access to relevant information);
- Participatory communication (e.g. participatory video, community radio, lessons learned and participatory evaluation);
- Community early warning (using community & broadcast media, ICTs, cell phones)
- Knowledge sharing (e.g. multimedia training session, farmer field schools, community low-cost media, etc.);
- Environmental education (e.g. fairs , competitions);
- Advocacy (to encourage policy change).
- Outreach activities (e.g. video documentary, TV and radio programmes, flyers, publications)

It is also important at this point to assess and carefully select a set of communication activities to achieve each objective. **Annex 8** provides a matrix for some of the main **types of media and communication activities** to be considered. These should be selected based on the specific needs and characteristics of priority audiences and the different types of communication skills, channels and capacities both outlined in the PCA.

For example, let us consider Objective 1 of the New Market strategy (box 12):

> By the end of mm/yy, at least 50 percent of farmers/community members will have heard about the plan, know what the plan is, and know how they can benefit from it; and at least 5 percent of farmers will be actively involved in its implementation.

This objective clearly complemented the ADRM activity of conducting planning meetings at least once per month. As a result, the following communication activities were originally selected to support Objective 1:

- Promotion of ADRM meetings through town crier systems;
- Creation of flyers to be distributed in churches, schools and farm stores;
- Text messaging and setting a mobile phone list-serve to notify farmers of the ADRM meetings;
- Promotion of the ADRM plan through a climate change concert in partnership with the "Voices for Climate Change" programme and other related projects;
- Prepare and send out news releases to encourage the media to promote ADRM meetings over radio and television;
- Produce and broadcast Public Service Announcements (PSAs) to encourage participation at ADRM meetings

Similarly, activities should be identified for every objective.

Next, it is once again important to use the *N&S* test to determine if all the activities are needed, or if some additional activities should be considered and selected. In the aforementioned case of the New Market community, it was determined that there were not sufficient resources for the production of television and radio Public Service Announcements (PSA), which can be expensive. This activity was therefore dropped from the plan. Use of the N&S test should thus be done for each communication activity proposed for each objective.

Furthermore, once communication activities have been organized, it will become clear that some will serve more for the **outreach** to promote key milestone and ADRM achievements. Additional outreach activities within the strategy and action plan may be needed to ensure that momentum is maintained and to get maximum visibility and attention for key components of the ADRM plan as it is implemented.

b) Assess opportunities for synergies and leveraging of communication resources.

It is unlikely that most fishing and farming communities will have all of the resources that they would like in order to implement the Communication Strategy and Action Plan. For this reason, it is important to explore collaboration opportunities with existing initiatives that may have additional resources to be leveraged for communication activities. The communication team should ask:

- Are there any existing climate change awareness campaigns or projects that could become partners?
- Are there any journalists or media programmes interested in disaster preparedness and climate change who could become involved in project communication activities?
- Are there any existing communication materials that can be related to project efforts to help generate more awareness?
- Are there any media, farmer organizations or institutions that can be associated with ADRM communication efforts?
- How can the project link up with key disaster preparedness events that are happening at the national level?
- How can financial support for ADRM communication activities be obtained at the local and national level?
- Are there any community media outlets that could become involved?

In general terms, it is fundamental to pursue as many opportunities as possible to partner with other institutions and initiatives sharing a similar focus, not only to save financial and human resources, but to raise your profile within the community.

Once the main communication objectives and activities have been identified, the type of approaches to be adopted for their implementation and harmonization will become clear. These dimensions will be the main elements of the communication strategy as presented in Box 13.

BOX 13 DETERMINE THE MAIN ELEMENTS OF THE STRATEGY

The activities identified will be clustered by type of communication approach (see also see list in Table 4). The ADRM communication strategy may therefore include, among the others, the following elements:

- Participatory communication (to ensure stakeholder dialogue and engagement, community mobilization, accountability and empowerment)
- Information and awareness raising (for early warning and community mobilization)
- Communication for innovation (supporting extension activities, as well as the documentation, validation and sharing of best practices and technologies)
- Advocacy (to promote policy change)
- Environmental education

Whatever the main elements are, these should be explicitly listed in the strategy document. Most strategies will involve a mix of these main communication elements. The PCA will already have informed of the key communication channels and best types of media to use. This information will be used again to determine the final selection of the media. As specified in Annex 8, different types of media have different advantages and disadvantages. The final selection will depend on the available budget as well as other factors within the context of the ADRM plan.

3.4 DEFINE SMMART INDICATORS

The next step after identifying communication activities that are N&S and practical is identifying concrete output, process and outcome indicators for each set of activities. Understanding the difference between output and outcome indicators and process indicators is crucial.

In general, communication strategies generate different communication outputs – such as videos, flyers, brochures, PSA etc. – that should not be considered as results but as outputs or products. In fact, these deliverables alone are not necessarily effective at generating the desired changes or results that the strategy hopes to accomplish. Outputs are simply communication products and do not necessarily lead to effective communication. In other words, just because a communication product has been delivered does not mean that communication has taken place.

Instead, communication outcomes are the final results to be achieved and are related to impact. They imply “effectiveness”. Within this framework, the team has already identified the communication goals and objectives, considering the latter as being equivalent to the ultimate desired outcomes.

Process indicators, on the other hand, indicate how efficiently the communication strategy is being implemented. They measure whether the communication plan is being executed on time, within budget, and with the anticipated level of participation.

Together, all these indicators will be used for Monitoring and Evaluating (M&E) the success of the ADRM communication strategy and plan. **Table 5 below shows** different examples of output, process and outcome indicators.

Table 5 **Examples of Outputs, Process and Outcome Indicators**

Output Indicators (to measure work done)	Process Indicators (to measure efficiency and participation)	Outcome or Impact Indicators (to estimate impact)
• number of websites established • number of people trained • number press releases prepared • number of press events held • amount of media coverage generated (i.e., 4 papers printed the release) • number of booklets printed • number of videos produced • number of jingles aired • number of PSAs produced • number of meetings/ exchanges held	• number of press releases published or broadcast • number of PSAs aired • number of hits to your website • number of "calls to action" after airing a PSA • number of calls for more information • level and quality of participation (number of people coming out to consultations, participating in field investigations, increases in participation, etc.) • number and type of 'drop outs' • number of new participants from different audiences • increased participation in decision-making on the part of vulnerable or marginalized groups • staff turnover • extent to which the strategy is implemented 'on time' and within budget • reach and frequency of message distribution • level of media coverage • overall impression of the strategy as it compares to the cost (both in money spent and level of effort or human resources spent) • dissemination and distribution of materials to right audiences • extent of participation and contributions from outside sources	• changes in behaviour and practices • changes in behaviour intent • changes in knowledge (facts, figures, information) • changes in beliefs and attitudes • responses to strategy elements • levels of awareness of key messages • level of trust • level of communication competences/capacity

It is also advised in this case to use the N&S test while setting up indicators. In fact, considering that indicators will be used for monitoring and evaluating the strategy, it is advisable to cut back expected results and activities if the test indicates that

they are overambitious. The N&S test will help move from a very broad approach to one that is definitely more manageable and doable with the resources that are available. **Table 6** provides a brief example from the FAO OSRO project of the log frame components and how the main elements covered so far should be presented in your strategy document.

Table 6 **Example ComDev Strategy Log frame**

COMMUNICATION GOAL By the end of mm/yy, to have at least a 50 percent increase in the number of people in Old Harbour Bay/ Rocky Point who know about the plan and a 20 percent increase in the number of people who can say what is in the plan; and a 10 percent increase in fisher folk (120 persons) actively adopting at least two recommended practices in the plan, in order to improve fishing livelihoods and reduce vulnerability and risk.		
Communication Objective/outcome indicator	By the middle of mm/yy, at least 15 percent of people/fishers will have come to at least two ADRM meetings to be held quarterly and will be able to articulate what is in the plan.	By the middle of mm/yy at least four training of trainers sessions will be completed with at least ten people trained as trainers per session
Corresponding ADRM Intervention Activity & Theme	Theme 2: disaster mitigation and prevention & Theme 3: awareness raising and dissemination of risk information	Theme 1: Training and Capacity Building
Type of Communication Activity	Public awareness - town crier messages	Technical communication/training with supportive communication for all training sessions Text messaging to promote participation Town crier to promote participation in training days
Output Indicators	Four town crier messages developed and promoted	Number of Training sessions designed and held by C-CAM, Fisheries Division, ODPEM, and others on the relevant suggested topics in the plan Training reports prepared Number of "trainers" trained
Process Indicators	Number of persons reached by the crier Number of "calls to action" or requests for more information about the meeting Number of persons who attend	Number of persons who come to the training Quality of training delivered Number of certificates awarded
Main Messages	Come to the meeting to find out how the plan will help you, or how to protect your livelihood	Various technical topics and messages depending on DRM plan including: safety at sea, alternative livelihoods, improved green practices, etc.
Main Person(s) or Agencies Responsible	DRM committee CCAM SDC ODPEM Parish Disaster Coordinator Fisheries Division	DRM committees, C-CAM, Fisheries Extension officers, 4H, Fishermen's Cooperatives

3.5 PREPARE A BUDGET

Budgeting is a critical aspect of the communication design process. Therefore, after the initial identification of communication activities it is necessary to look at what is actually affordable and establish priorities. There are a few different ways that budgeting can be considered. As the project has been given a budget to work within, it would be wise to start with that budget and select communication activities which are definitely affordable. While this is the selection process that is most often adopted, it is not advised here. Instead, once again we suggest using the N&S approach, which can also be instrumental for budgeting.

The communication team should look critically at the activities identified and sort them into the following two groups: (1) the absolute "first priority" activities; and (2) the "second priority" category. Activities that absolutely must be done in order to achieve the objectives should be prioritized as the skeleton of the overall strategy. A detailed and realistic cost estimate for this set of activities should be detected. Hopefully, the budget will accommodate most of these items. In any case the costs for these activities should be budgeted as part of the strategy, but a specific note should indicate priorities in terms of the resources that have to be found to implement them. Furthermore, cost estimates for the second priority should also be compiled in case extra budget could be raised.

Reviewing the budget will also help to determine the **final media mix** for the strategy. **Annex 8** provides an **example of a budget** from Old Harbour Bay, Jamaica.

3.6 DEFINE A SMMART WORK PLAN AND SCHEDULE

Once main activities have been identified and various stakeholders are involved in the strategy design, it is important to schedule all of the activities that have been identified into a detailed work plan. Simple Gantt charts are easy ways to represent the implementation scheduling. The sample below **(Table 7)** provides the main components that need to be considered in a workplan or implementation schedule.

Furthermore, besides the preparation of an overall communication plan, local communication plans should be set up and agreed as tools for participatory planning and decision-making to support the ADRM activities at the community level. Local stakeholders supported by the communication team would define priorities, set common goals and mobilize technical, financial and social resources for the implementation of ComDev activities (FAO, 2014). The engagement of local actors in negotiations – including community representatives, producer organizations, agricultural technicians, local institutions and development organizations – produces a site-specific plan of action firmly anchored on local needs, opportunities and resources, and initiates a collaborative effort towards the implementation of appropriate responses. Local communication plans have to be based on agreements between public/private development entities active in the area. The parties involved

Table 7 **Example of elements for a Communication Plan with implementation schedule**

Activity number	Activity Description	Sub-Activities	Month of Implementation																							
			1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24
Activity 1.1.	**Create a Slogan**																									
	1.1.3 Option C – Slogan Competition	1. Private Sector Sponsor identified and secured		X																						
		2. Panel of judges identified	X																							
		3. Competition designed and launched through a public relations event			X																					
		4. Entry forms distributed through schools and posted on website			X																					
		5. Country Focal points encourage entries at the national levels					X																			
		6. Entries submitted by deadline					X																			
		7. Judges select winning slogan						X																		
		8. Slogan pretested							X	X																
		9. Slogan finalized based on pre-test results									X															
		10. Slogan adopted and used by participating OECS action plans										X														
		11. Winning entry slogan launched through regional PR event											X	X												
		12. Slogan adopted and utilized by all participating countries in their own action plans													X	X	X	X	X	X	X	X	X	X	X	X

must be willing to contribute different resources (assigned personnel, training costs, expenses for field equipment) to not only implement targeted activities, but also to strengthen local communication capacities (FAO, 2014).

Once the budget and implementation schedule are finalized, it is essential to **assign names to specific tasks and responsibilities**, indicating: a) who is going to lead each activity; b) which partner agency should take the lead; c) who should be involved directly; d) who should be involved but is not yet engaged in the process, e) how will these persons be engaged; f) who can bring resources to the table; and so forth.

For every major communication activity that is included in the strategy, responsibilities for implementation should be assigned. Special efforts should be made to ensure partnerships support the implementation of the communication strategy. Within this framework, attention should also be given to communication training and capacity building needs as well as to specific equipment requirements. These costs must also be reflected in the overall budget and the training/capacity building steps included in the work plan and implementation schedule.

The PCA should help determine just how "ready" the different partners are to undertake their various roles and responsibilities. The capacity assessment to be done during the preparatory phase will also help to determine readiness.

It is critical not to embark on the core elements of the strategy until everyone involved is in agreement and ready. If not, the project will not be successful as communication efforts may backfire or be hindered. To this end, it has to be determined who are the frontline workers in the strategy, if they are on board and if they are motivated and available for the tasks to which they have been assigned.

Active involvement of communities is critical for the successful implementation of a Communication Plan

These are important aspects to verify. In fact, development initiatives often rely on the good will and time availability of community people, and often on rural service providers, who are not adequately involved nor or rewarded for their time and effort. Likewise, it is not uncommon that success or failure of development interventions depend on the good will and commitment of key service providers such as teachers, health workers, extension officers, community media and/or NGO personnel.

At the community-level, it is important to give credit to participants where it is due and to ensure that people are incentivised to play their role. This may involve formal recognition of contributions made and skills developed through certificates or awards. This can be a particularly useful way to encourage the involvement of youth.

In others, it may require renegotiation of other duties and responsibilities so people can serve the community through the ADRM project. In all cases, it should involve giving high visibility and credit to those who do contribute and encourage contributors as progress is made.

3.7 PREPARE A MONITORING AND EVALUATION PLAN

Once the draft implementation work plan is complete, include tasks corresponding to monitoring and evaluation (M&E). These also have to be accounted for in the budget and should ideally be included on the implementation plan. Since the outcome, output and process indicators have been identified, determining a monitoring and evaluation plan should be a relatively straightforward task.

There are two main types of monitoring and evaluation phase to consider. These include: (1) Formative evaluation or monitoring; and (2) Summative evaluation.

a) Formative evaluation

Formative evaluation is a way of evaluating activities while they are occurring. In other words, formative evaluation is concerned with the process and progress of activities taking place – hence the term "formative". Formative evaluation is concerned with the process indicators previously identified and is thus concerned with efficiency: whether tasks are being implemented on time and within budget; whether or not people are staying engaged and enthusiastic; problems are being handled; capacity being built upon, and so on. Refer to the process indicators provided earlier to organize your monitoring/formative evaluation plan.

Messages/material developments are also often included under formative evaluation. Most of the tasks that will be included as part of the formative/monitoring plan should be implemented by the communication team and those identified as responsible for implementation. Rather than replicate these tasks as a separate log frame or implementation schedule, colour code those that refer to formative

evaluation on the overall work plan. In other words, all of the formative evaluation tasks have to be highlighted in a colour of choice so that it is clear that they also constitute components of formative evaluation and monitoring.

After receiving the financial resources, conducting an external mid-evaluation may also be a useful formative evaluation activity.

b) Summative Evaluation

Summative evaluation is concerned with the final outcomes and impact the strategy has had. Summative, or final evaluation, should be done – as the term suggests – at the end of the ADRM intervention.

PHASE 4

IMPLEMENTATION OF COMMUNICATION STRATEGIES AND PLANS

PHASE 0	PHASE 1	PHASE 2	PHASE 3	PHASE 4	PHASE 5
Preparatory phase	Situational analysis LBA + PCA	Validation of findings and agreements with stakeholders	Design of ComDev strategy & plan	Implementation of communication strategies & plans	Monitoring and evaluation

STEPS

- → Agree on an ADRM and ComDev implementation strategy
- → Systematize, document and share best practices in ADRM
- → Develop, pre-test and adjust communication materials
- → Raise awareness about key milestones

OUTPUTS

- → Communication strategy and plan implemented
- → Best practices and technologies documented and promoted through relevant channels
- → Final materials produced
- → Outreach activities

4.1 AGREE ON AN ADRM AND COMDEV IMPLEMENTATION STRATEGY

Developing an ADRM plan is a huge accomplishment for any small farming or fishing community. It is absolutely essential that these efforts receive the attention they deserve. Agree on the implementation of the ADRM plans through consultations, as involving stakeholders and the wider community is fundamental to guarantee the perpetuation of the activities. In addition, launching the ADRM plan through a major public outreach event is one way to inform and involve an extensive audience. This is feasible in every community, as no matter how small and under financed it is, there is always a way to raise awareness.

Below are some recommendation to properly launch ADRM at the community level:

- The launch may be held at an event as simple as a town hall meeting, a regular farmer or fisher cooperative meeting, or another regular event. It should be different as the launch should be publicized and promoted in the local media. Ideally, government representatives and service providers should also be invited.
- Strategize - If these groups cannot attend, they should be sent several letters encouraging their support. This is where some lobbying and advocacy comes in.
- Plan your launch as far ahead as you can and try to get as many representatives of different services and agencies that should play a role in the plan to attend. Approach the private sector for their involvement and support, and make sure that proper recognition is given to all who do support the event.
- Invite the media well in advance and conduct personal visits beforehand.

The critical importance of trying to **partner** with other stakeholders, including local media and further communication efforts, has previously been discussed. This should be done at every potential juncture throughout your implementation process, to **mobilize people and encourage them to get involved**, and to leverage the ADRM plan's outreach. For more information regarding partnerships and sustainability of ComDev activities, refer to FAO (2014).

BOX 14 IMPORTANT SUSTAINABILITY CRITERIA

According to FAO (2014), sustainability is the possibility of ensuring the continued existence of ComDev activities or services after the end of a project. Its different dimensions (e.g. social, economic, etc.) can be achieved mainly through the development of local capacity, institutional support and partnerships.

Some criteria for making ComDev operational and sustainable at field level are:

- Fine tuning the plan of action with local stakeholders – assigning tasks and responsibilities, delineating timeframes and required inputs through participatory decision-making processes.

CONTINUES ON THE FOLLOWING PAGE →

- Participatory local communication planning – based on agreements between local stakeholders willing to contribute in different forms (financial/human resources, equipment, training, etc.). These will be obtained through:
  a) Multi-stakeholder consultations – to encourage stakeholder dialogue, participation, engagement and mobilization.
  b) Networking and partnerships – to build alliances, collaboration and sharing responsibilities between community groups, local authorities, technical agencies, private sector, local/national media, local artists, etc.
  c) Collaboration with national and local media – to advocate and increase awareness. Resource mobilization – to guarantee cost sharing and financial sustainability through enhancing collaboration with actors and identifying additional human / non-human resources.
- Capacity development – to give continuity and replicate ComDev processes after project's end. Prioritized areas or those that require additional training have been identified previously during the information and communication assessment (Phase 1).
- Scaling up and institutionalization – to consolidate communication activities as public services ingrained in partner organizations committed to perform that function.
- Appropriation by end users – to enhance people's empowerment and self-reliance, and allow them to gain control of the communication activities and services in terms of decision-making and management of responsibilities.

***Source*: FAO (2014)**

4.2 SYSTEMATIZE, DOCUMENT AND SHARE BEST PRACTICES IN ADRM

Most likely, a core component and the foundation of the ADRM plan and resilience initiative would be encouraging the adoption of improved agricultural and livelihood practices. This is usually done with services provided by extension and fisheries officers.

BOX 15 **PROMOTING ADRM BEST PRACTICES AT COMMUNITY LEVEL IN JAMAICA**

In the FAO OSRO project, both the communities of Halls Delight and Cascade were involved in demonstration plots to promote pineapple barriers to reduce soil erosion and landslides. A short PSA was developed to encourage more hillside farmers to plant pineapple barriers, but they were also used to encourage farmers within the same communities to get involved and prepared.

The two fishing communities of Old Harbour Bay and Rocky Point obviously chose different "best practices" to promote. They settled on encouraging fishers to move their boats into mangrove areas, a more likely safe harbour. A short PSA was also developed to promote this practice.

The FAO OSRO project ended before all five of the pilot communities could fully document all of the best practices they would have liked to promote. Regardless of the fact that it was terminated, the documentation and packaging done will be helpful for other communities

CONTINUES ON THE FOLLOWING PAGE →

who will learn from their pilot efforts. To encourage wider learning, copies of PSAs can be provided on DVD and used as training material at farmer group meetings, church meetings, or other group settings where people come together to learn. This type of sharing should be encouraged throughout implementation. Small group meetings can also serve as excellent learning venues. Copies could also be given away at farm stores and fishing cooperatives where people purchase supplies.

To encourage wider use of best practices and increase interest in the ADRM planning process, strategies should also consider using social media such as Twitter and Facebook – especially to attract younger audiences. Another excellent medium to promote awareness of new events and information in many regions is the mobile phone. Many people, including small farmers and fishers, have a phone – and sending out text messages to notify them about new activities or events in the ADRM plan is the best way to disseminate information. This may encourage farmers to exchange thoughts on the new best practices being promoted, for instance.

As already mentioned, finding opportunities for farmers/fishers to access knowledge repositories such as the FAO TECA Platform and to participate in the information exchanges generates higher visibility, stimulating interest and involvement (see **Annex 6**).

As also discussed previously, improving resilience and reducing risk will involve continuous learning of new skills, coping strategies and livelihood activities. For most ADRM plans, this will involve implementation of pilot plots and demonstration sites so farmers and fishers can participate and learn "through action".

These pilot demonstration activities must be fully documented and captured as they unfold – as they often are not. As a result, while many demonstration sites and pilot case examples yield good results, they are not captured in a format that others can learn from unless they go through the entire implementation process again.

In order to shorten the learning curve and speed up the process, proven best practices need to be captured and shared through participatory communication activities/tools (especially video, audio, photography and social media) so that they can be quickly and easily shared with others to increase resilience.

4.3 DEVELOP, PRE-TEST AND ADJUST COMMUNICATION MATERIALS

With ComDev documentation there will be good footage to use for communication material development. As has been seen, material production occurs throughout the entire course of ComDev initiatives. However, once a final communication strategy and plan have been approved, messages determined, and implementation

has commenced, material production should intensify. Media development should build on the photo albums and media materials collected through the LBA/PCA process. It should also be done strategically and rigorously.

There are three main phases to rigorous material development and usage. These include:

a) Pre-production

Pre-production is part of formative evaluation as well. For pre-production, the following activities are usually involved:

- for each message and corresponding media output that is expected, a SPEC sheet (Mody, 1991) should be produced in order to guide and direct the persons who will be responsible for actual media production;
- draft mock materials should be developed based on the SPEC sheets;
- mock materials should be pre-tested using focus groups.

Whether the communication materials are produced locally or by a professional consultant firm, it is important create SPEC sheets to guide the process. SPEC sheets, or "specification sheets" are essentially job descriptions and terms of reference for what you want the media output to deliver. It should provide all the essential information that the producer needs to create the material in a rigorous or targeting manner. (**Annex 9** provides a **SPEC sheet** template for use in material development). The use of SPEC sheets is absolutely critical for monitoring and evaluating final results as well at the end of the communication strategy and plan.

b) Pre-testing

Once materials are drafted and mock-ups created, they need to be pre-tested (i.e. validated with the target audiences). The steps for pretesting are outlined here based on Mody's (1991) methodology. It must be stressed that pre-testing is the mark of a **truly rigorous communication effort** ensuring that time and resources are saved and that communication messages are adequately generated and shared.

Pretesting is useful for:

- ensuring that the audiences actually comprehend the messages;
- detecting other interpretations of the messages (so these can be avoided or corrected);
- catching potential mistakes;
- indicating what the strengths and weaknesses of the strategy, messages and materials might be;
- revising and adjusting the strategy if needed and to make it more focused and effective;
- checking that the creative materials will actually work in the real world before releasing them.

Despite the fact that it is absolutely critical to pre-test the communication materials, doing so does not automatically guarantee that the strategy will be successful. Pre-testing is only as good as the quality of the research that is done and the quality of the analysis that is conducted.

Always pre-test with people who are members of, or representative of the audiences selected.

It is recommended that the pretesting is carried out in a participatory manner through focus groups lead by a specialist who has not been directly involved in the production in order to guarantee a neutral point of view.

BOX 16 **PRETESTING CRITERIA**

Pretesting implies verifying if materials and messages are on target or require major adjustments.

The table below suggests some of the factors that will help determine if there is the need to make big changes to the overall strategy or whether only minor adjustments are needed.

Comprehension	Do they 'get' the main points you are trying to make? Do they understand every word? Are the visuals understood? Are there any difficult concepts that need to be clarified?
Relevance or Utility	Do they feel the materials/message are meant for them? Are they relevant to their lives?
Noticeability	Do the materials attract attention? Do they 'grab the eye' through the rest of the clutter? Do they hold attention?
Memorability (recall)	Can they remember the main message/points after being exposed just once? Or do they require multiple exposures?
Credibility	Is the messenger appropriate? Do they trust the messenger and believe the message is credible?
Strong & Weak Points	What were the things your audience liked best about the material/message? What did they like least? If they could change anything, what would it be?
Knowledge, Attitude and/ or belief change	After exposure, did the audience increase its knowledge about the topic or change its attitudes or beliefs? Did they express the intention to change their behavior?

If the initial findings indicate that substantial changes are required and materials essentially need to be reworked, then of course they will have to be re-pre-tested at least once, if not twice, to see if they have improved. But if suggested main changes can be incorporated and re-pre-tested once to confirm effectiveness, that should be sufficient.

c) Final material production

Once all the changes have been made and there is a good 'product' in draft form, then it is possible to move into final production – printing, recording or filming – according to the type of materials to be produced.
In the case of most ADRM strategies and action plans, these final products will likely include a re-packaging of the best options and practices that are to be promoted to reduce resilience and will likely include a technology package with a mix of:

- instructional videos;
- video clips;
- PowerPoint presentations;
- brochures;
- safety procedure posters and community maps with escape routes, shelters location, numbers to call, etc.;
- community radio programmes, and,
- community photo-albums.

4.4 AWARENESS/OUTREACH ACTIVITIES TO PROMOTE KEY MILESTONES

As the team implements its ADRM plan, it must try to support and promote its accomplishments and achievements. Every time a major milestone is achieved, such as a training day held or a safety drill executed, the communication team should inform concerned communities of what has been accomplished, for instance:

- text messages should be sent out to let those nearby;
- social media such as "Twitter", Facebook and blogs should also be used to share news of accomplishments;
- news releases to the local media and to all the service agencies/local government officials should also be regularly scheduled;
- local media should also be contacted on a regular base.

Outreach channels can create greater visibility – and more participation. Nevertheless, it is important to remember that all channels that have been set up have to be constantly updated, and in case of limited resources it is advisable to focus on one main outreach channel to be complemented by others only occasionally.

BOX 17 PROMOTION OF SAFETY PRACTICES TO INCREASE READINESS

Safety practices are often central in the ADRM plans and should be considered as part of the communication strategy. Specific communication activity should support learning about safety procedures, and be reiterated on a regular basis. However, different communication strategies and action plans will apply different methods to organize and execute safety awareness.

For example, the following types of media were considered to promote safety messages for several communities in the FAO OSRO project:

- community maps to show evacuation routes and places of safety;
- safety fact sheets (laminated for fishers);creation of posters to promote safety messages;
- posters in farm stores, fish cooperatives, markets, taxis, etc.;
- announcement of "safety drill" (disaster rehearsals) in schools, churches, parent-teacher meetings, service clubs and other channels;
- establishment of community based early warning systems, such as "text relay messages" to notify persons in the event of an actual emergency, or "radial alerts" involving local and community radios;
- use of town criers;
- use of musical loud speakers from rum bars and dance venues to announce emergency warnings;
- ringing of church bells in the event of an emergency; blaring of horns in the event of an emergency.

PHASE 5

MONITORING AND EVALUATION

PHASE 0	PHASE 1	PHASE 2	PHASE 3	PHASE 4	PHASE 5
Preparatory phase	Situational analysis LBA + PCA	Validation of findings and agreements with stakeholders	Design of ComDev strategy & plan	Implementation of communication strategies & plans	Monitoring and evaluation

STEPS

- → Monitor communication activities/processes
- → Systematize and share results
- → Evaluate results

OUTPUTS

- → Monitoring and final evaluation reports
- → Participatory evaluations and multimedia materials on lessons learned

5.1 CONTINUOUS MONITORING OF COMMUNICATION ACTIVITIES AND PROCESSES

While implementing the ComDev strategy and plan to support the ADRM activities, the team should monitor and keep track in real time. Below are some tips proposed for the monitoring of the activities (a more extensive description is provided in FAO, 2014):

- review progress of the ComDev plan on a monthly basis;
- prepare quarterly checklists and reports of accomplishments based on the output and process indicators, and share the results with the entire ADRM team;
- if there are lags in the implementation, activities, expected outputs and even outcomes should be revised, and changes must be justified due to challenges and constraints;
- meet with stakeholders and conduct semi-formal focus group discussions from time to time to garner feedback as to how the communication strategy is doing and revise accordingly, if needed.

5.2 SYSTEMATIZATION AND SHARING OF RESULTS AND LESSONS LEARNED

One very important component of ComDev monitoring is the use of participatory communication tools as activities are implemented. Use photography, drawings, video, audio recording, drama and whatever other communication resources are available to record and document key events as much as possible. These communication activities and related materials will focus not only on monitoring progress in the implementation of the ADRM plans, but also on documenting and systematizing accomplishments and lessons learned in relation to ADRM that will be shared among relevant stakeholders. It will also promote exchange of experiences on ADRM and replicate it on a wide scale, increasing the level of awareness and participation.

5.3 FINAL EVALUATION

The final evaluation should be done by an unbiased external advisor. However, it should also include the community participants and all the stakeholders that have been part of the ADRM planning process and the design of the ComDev strategy and plan. Both qualitative and quantitative aspects should be included in the final evaluation, but – as previously mentioned - the core components for assessing both the “efficiency” and “effectiveness” of the ComDev strategy must come back to:

- the communication goal(s);
- the communication SMMART objectives;
- the communication output, process and outcome/impact indicators.

Steps should be taken to have a final stakeholder meeting to remind people of the communication goals and objectives at the end of the project. People often forget what they signed on to be part of and forget that things were different before projects and interventions started.

In other words, there is a general tendency to not to perceive progress or improvements and to lack a clear perception of changes and improvments.

This is another area where ComDev is important. As participatory communication tools were used during the situational analysis, the LBA process and throughout implementation, it is possible to remind people and show them exactly what their views and perceptions were at the beginning of the activities, as well as the type of agreements that were negotiated through the process. Video testimonials, audio recordings, oral testimonials, before photographs and so on, remind participants of what has been achieved. They can also serve as stark reminders of what has not been achieved. For this purpose, it is useful to compile the baseline photo albums and video clips and pack them into materials for final evaluation.

Use the same materials that were used for the original validation exercises and any other communication documentation from the ADRM plan and the implementation phase communication strategy and plan. In this way stakeholders will be made aware of how much has been achieved, and that even though there is more to accomplish, progress has been made in risk reduction and resilience building.

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ANNEXES

ANNEX 1
COMMUNICATION CAPACITY ASSESSMENT CHECKLIST

Skills	Number of persons	Level of experience	Comments
Communication assessment			
Communication planning			
Focus group facilitation			
Basic digital photography skills			
Basic audio recording			
Video production			
YouTube productions			
Twitter feeds			
Public Speaking			
PowerPoint presentations			
Participatory drama			
Puppetry			
Singing			
DJ skills			
Poetry			
Dance			
Painting			
Graphic art			
Desk top publishing			
Radio production			
Other skills:			

Equipment	Number in the community	Access (owned or borrowed, difficult to come by, etc.)	Comments
Mobile phone			
Digital photo camera			
Digital video camera			
TV set (TV+DVD player)			
Laptop computer			
Desk top publishing software			
PowerPoint project			
Flip chart stand and paper			
Paint and easel			
Community radio facility			
Audio recorders			
Town crier system			
Load speaker system			
DJ system			
Other equipment available:			

ANNEX 2

COMMUNICATION SECTION OF THE HOUSEHOLD SURVEY TEMPLATE FOR BASELINE ASSESSMENT

MEANS OF COMMUNICATION AND MEDIA USED:

What are the main forms of communication that you use	
Communication modes	**Tick where applicable**
Town crier system	
Mobile phone (indicate service provider)	
Television (indicate preferred stations and shows)	
Stations	Shows
Radio (indicate preferred radio stations and programmes)	
Radio Stations	Programmes
What time of day do you watch TV?	
What time of day do you listen to the radio?	
What days of the week do you watch TV?	
What days of the week do you listen to the radio? At what time?	
What newspapers, if any, do you read?	
Do you use the internet? If so, how?	
What social media (if any) do you use? Facebook, Twitter, LinkedIn, Google.....	
Are there any community media services that you utilize? (community radio station, tele-centre)	

What forms of traditional media, if any, do you prefer? (drama/role play, folk music, poetry performances, other)	
Other forms of communication discussed:	

What is the best way for you to get your farm information?

a) extension officer
b) other farmers
c) farmer groups
d) one-on-one farmer exchanges
e) internet
f) written sources
g) church groups
h) through children
i) other

What is the best way for you to get information about a pending disaster for which you would have to prepare? *(Tick all that apply)*

	Media	Tick (Applicable)
1	Television	
2	Radio	
3	Text Message/Cell Phone / Smartphone	
4	Newspapers	
5	Websites/Internet	
6	Community Meetings/Organisation	
7	Pamphlets/Brochures	
8	Posters	
9	Videos	
10	Schools	
11	Friends/Family	
12	Church	
13	ODPEM	
14	Other Government Agency	
15	I get no information	
16	Other (specify)	

ANNEX 3
PARTICIPATORY COMMUNICATION APPRAISAL-GUIDE FOR FOCUS GROUP DISCUSSIONS

FACILITATOR GUIDE

The goal of this communication assessment tool is to enhance the data and information that is being collected from the Farmer Household Survey LBA questionnaire. It is meant to be used after the LBA has been completed and the field data analysed, but it is specifically meant to inform the design of the information and communication strategy and the establishment of local communication plans for each pilot area. As such, it requires that some amount of analysis is done ahead of time and that the tool is prepared to respond to the findings from the local community.

This tool is to be used by facilitators who led the LBA to ADRM planning process.

PART 1 – KAP REVIEW

This component will be specific to each pilot area. Based on the LBA results, it will be clear that certain gaps in knowledge, attitudes and practices (KAPs) with regards to (1) location of hazard prone areas; (2) reasons why hazards exist; (3) poor coping strategies; (4) good coping strategies; (5) poor agricultural practices that need to be addressed; and (6) good practices that need to be further promoted.

To begin, fill in a summary of the following components as relevant to your own pilot community (see example tables below). Then, transfer the same information to flip chart paper so you can lead a discussion with the focus group. The following format is suggested.

1.1 Knowledge of Hazard Prone Areas

Thank you for helping us double check and confirm the information that has been collected throughout the Livelihood Baseline Assessment (LBA) process in your community. Your information and participation will help the community develop a solid agricultural disaster risk mitigation plan that will help to make livelihoods more resilient.

So far, based on the LBA process and the information that you and others in the community have provided, it appears that the following is known and not known about hazards in the area.

Hazard Prone Areas	
Known	**Not Known**
1.	1.
2.	2.
3.	3.
4.	4.
Etc.	Etc.

a) Do these findings seem correct to you? If not, ask why. Ask if anything is missing or left out and add to the appropriate list.
b) What are the most important things that people in this community still need to know on the revised list? (Rank the not-known factors above and generate a list of facts that people need to know).
c) Who most needs to know this information and why? (age group, gender, socio-economic bracket, geographical location, etc.)
d) What is the best way to help make these people more aware of these hazards and how they affect their livelihoods?

You may also wish to do a similar table for the following if the above discussion does not fully reveal the reasons by using similar questions as per above.

Reasons Hazard Prone Areas Exist	
Known	**Not Known**
1.	1.
2.	2.
3.	3.
4.	4.
Etc.	Etc.

1.2 Knowledge and Practices Re: Coping Strategies

In addition, the LBA suggests that people in your community may use both good and poor coping strategies when faced with a disaster that threatens their livelihood.

Coping Strategies Practiced	
Poor Coping Strategies	**Good Coping Strategies**
1.	1.
2.	2.
3.	3.
4.	4.
Etc.	Etc.

a) Do these findings seem correct to you? (If not, ask why. Ask if anything is missing or left out and add to the appropriate list).
b) Of the revised list, which poor coping strategies are the most important to discourage? Why?
c) Of the revised list, which good coping strategies are the most important to encourage? Why?
d) What are the most important things that people in this community still need to know with regards to coping strategies? (List these knowledge-based facts as they are given).
e) Who most needs to know this information and why? (age group, gender, socio-economic bracket, geographical location, etc.)
f) What is the best way to help people gain maximum benefit from good coping strategies that will make their livelihoods more resilient?

1.3 Knowledge and Practice of Good/Poor Agricultural/fishing Practices

The last part of the LB assessment also suggests that people in your community use a variety of different types of farming/fishing practices. Some of these can help their livelihoods to be resilient in the face of disasters, but others may not be advisable. For example, in these areas, the following list seems to apply:

Agricultural/Farming Practices	
Poor Practices	**Good Practices**
1.	1.
2.	2.
3.	3.
4.	4.
Etc.	Etc.

a) Do these findings seem correct to you? (If not, ask why. Ask if anything is missing or left out and add to the appropriate list).
b) Of the revised list, which poor practices are the most important to be discouraged in this area? Why?
c) Of the revised list, which good practices are the most important to encourage in order to made the community more resilient? Why?
d) What are the most important things that people in this community still need to know about the best practices to adopt? (List these knowledge based facts as they are given).
e) Who most needs to know this information and why? (age group, gender, socio-economic bracket, geographical location, etc.)

f) What is the best way to help people become more aware of good coping strategies that will make their livelihoods more resilient?
g) What is the best way to help people become more aware of good practices that will make their livelihoods more resilient?

PART 2 – COMMUNICATION CHANNELS

The LBA also includes specific questions related to communication channels. In this focus group discussion, it is also important to confirm and verify the information that is collected from the LB assessment process regarding communication. Using the same format, tally the results accordingly and double check with the focus group participants.

Communication Strategies - Means of Communication and Media Used:

Does this seem correct to you? Based on the LBA, people in your community mainly use the following modes of communication:	
Communication modes -Tick where applicable	
Town crier system	
Mobile phone (indicate traditional mobile phone or smartphone and service provider)	
Television (indicate preferred stations and shows)	
Stations	Shows
Radio (indicate preferred radio stations and programmes)	
Radio Stations	Programmes
Most people here **watch TV** at the following time(s) of day:	
Most people **listen to the Radio** at the following time(s) of day:	

CONTINUES ON THE FOLLOWING PAGE →

Most people **watch TV on** the following days of the week:	
Most people **listen to the radio** on the following days of the week:	
In this community, people report reading the following newspapers:	
People also say they use the internet in the following ways:	
The following social media (if any) are used as well: Facebook, twitter, LinkedIn, Google.....	
In this community, the following community media services are used: (community radio station, tele-centre)	
In this community, the following forms of traditional media, are preferred (drama/role play, folk music, poetry performances, other)	
Other forms of communication discussed:	

2.1 The best ways listed to get farm information are:

a) extension officer
b) other farmers
c) farmer groups
d) one-on-one farmer exchanges
e) internet
f) written sources
g) church groups
h) through children
i) other

In this community, people reported the following ways as the best means of obtaining information about a pending disaster for which they'd have to prepare. *(Tick all that apply)*

	Media	Total
1	Television	
2	Radio	
3	Text Message/Cell Phone	
4	Newspapers	
5	Websites/Internet	
6	Community Meetings/Organisation	
7	Pamphlets/Brochures	
8	Posters	
9	Videos	
10	Schools	
11	Friends/Family	
12	Church	
13	ODPEM	
14	Other Government Agency	
15	I get no information	
16	Other (specify)	

ANNEX 4
GUIDING QUESTIONS ON COMMUNICATION ASPECTS

INFORMATION, COMMUNICATION AND KNOWLEDGE FOR RISK REDUCTION

Community_____

FG number of participants_____ Men _____ Women _____

Primary type of activity _____

a) Access to agricultural information and risk reduction

Where and from whom do you get information about agricultural production?

_____

_____

How often? _____

Are there any media / sources of information in the area that work specifically to reduce disaster risk in agriculture? _____

Which? _____

_____

b) Use of media

Mobile phones and ICTs

Estimate the percentage of producers who have mobile phones in the community:____%

Estimate the percentage of producers who have smartphones in the community: ____%

Which is the main telecom operator?_____

The coverage is: Good ☐ Medium/average ☐ Irregular (weak) ☐

For fishermen:

How far (how many miles) from the coast does the signal reach? _____

Has the mobile phone facilitated warning or assistance in risky situations?
Yes ☐ No ☐

How? _____

Percentage of computers in the community _____%

Internet access in the community _____%

Radio stations

How many of you have radio equipment at home?_____

Is there a Community Radio: Yes ☐ (Name: _____) No ☐

National/ Commercial Radio most listened to:
1_____2_____3_____

Producers' preferred listening time: _____

Are there radio programmes targeting producers? Which programmes on which stations, and how often?_____

What kind of radio programmes do you prefer listening to?_____

VHF Radio

Does the community have access to VHF Radio? Yes ☐ No ☐

If yes, specify whether it is for community or individual use_____

Is there in the community any radio amateur? Yes ☐ No ☐
Do the emergency committees have a radio station? Yes ☐ No ☐

What type of communication devices do the fishermen have in their boats?

_____

Television

Percentage of producers' households with television _____%

Is there a community television? Yes ☐ No ☐ Prime time_____

Which commercial channels reach the community?_____

_____

Prime time_____

Has the television provided the community access to warning information and/or prevention messages? Yes ☐ No ☐

If so, which channels: _____

Community Information/Training Centres and Activities

Does the community have a training/meeting/information space? Yes ☐ No ☐
What type of activities are being done? _____
_____
_____

Which are the main activities, gatherings and venues for interaction at the community level? _____
_____

c) Knowledge and Technical assistance

Do you receive technical assistance in agriculture? _____

From whom? _____

On what issues?_____

How often? _____

Do you have a production/community organization?_____

What is its role in agricultural production?_____

What is its role in risk management? _____
_____

Which are the local practices implemented to reduce disaster's impact?_____
_____
_____

How are local practices for reducing disaster's impact shared among farmers or at community level? _____

Which topics do you consider as priorities in terms of training/information provision for risk reduction? _____
_____

ANNEX 5
MEDIA SELECTION FOR DOCUMENTATION

The choice of media will be largely determined by the overall purpose of the documentation process, as well as the appropriateness of a particular medium in a given environment.

TYPES OF MEDIA FOR DOCUMENTING (ADAPTED FROM IFAD 2010)

Note-taking: Involves listening, watching and writing. It requires individual responsibility for collecting data and paying attention to the things that people are doing and saying in relation to the practice or technology that is going to be documented. Note-taking is very important for recording observations and documenting procedures that are employed. However, it is unlikely that notes alone will be able to effectively communicate items such as practices.

Interviewing: Interviews involve a dialogue between two or more people to explore a theme or a topic, to decide on the selection of a practice or technology to be documented, or to gain insight into a broad subject. They are useful for determining the direction the systematization will take. Interviews are inherent to several other documentation approaches, necessary for audio-recordings and working with video.

Audio-recording: Can be created based on interviews. Audio-recordings may also be more appropriate when individuals do not feel comfortable appearing on film or in a photograph. Consider recording meetings or other discussions surrounding the systematization, in order to better document the process.

Radio: In many communities, where access to technologies such as the Internet or television is limited, radio provides an effective and accessible means of sharing and exchanging knowledge. Radio can be used for awareness, to mobilize communities and spread/share information of technologies and practices. Different radio formats are interesting ways to systematize technologies and good practices, such as: reportages, micro-programmes, radio drama, etc.

Digital photography: Community stakeholders and development intermediaries may wish to include photographs, which can significantly enhance the aesthetic and content of a systematization process. People, places, actions, objects or events can be photographed by community members and other people involved in the documentation process. It may be useful to provide community members with some training on photography techniques and methods to support the own documentation of traditional or local practices.

Participatory video: Stakeholders may want to discuss the option of using participatory video to communicate. Participatory video is a set of techniques to involve a group or community in shaping and creating its own film. Making a video is easy and accessible, and it is a great way of bringing people together to explore issues, voice concerns or simply be creative and tell stories. Film is a powerful tool to demonstrate actions, practices or techniques related to agriculture. It facilitates the process of sharing ideas between groups that may not share the same written or spoken language or training sessions with people with limited literacy skills.

Recommended documents:

- CTA and FAO (2009) Video in Development
- FAO - CSDI report (2012) Basic Video Production & Camera Skills / Digital Editing Skills (Unpublished modules)

First of all, you should decide what you want as a final product. You have to take notice to the audience, follow some key recommendations for writing and editing texts and finally share the results. Types of final products could be: an information fact sheet, a case study, a guideline, an article, a book, a video, or a photo album, among others.

ANNEX 6
TECA PLATFORM

This inventory process should include consideration of existing scientifically proven practices and technologies that are currently being supported by the Ministry of Agriculture, extension services in the country and regional research institutions. FAO has validated an information catalogue system on technologies that small farmers/fishers have found to be useful and have made these easily available through TECA: http://teca.fao.org/home.

TECA was developed by FAO to facilitate access to practical agricultural information that can benefit small producers around the world. The technologies and practices uploaded to the knowledge base have to comply with the following principles, which aim at guaranteeing the quality of the information made available on TECA (FAO, 2011b):

- they have been provided by trustworthy organizations (not by individuals);
- they have been successfully tested or used by small producers under actual field conditions;
- they are relevant for and accessible to small producers in developing countries. This excludes, for example, techniques that require specialized laboratory analyses which many small producers will most probably not have access to;
- they are a public good, i.e. the specific technology or practice is expected to benefit society in general and its application shall incur no copyright fees.

TECA is expected to be used primarily by extension agents or any other professionals and field agents who work as intermediaries between small producers and organizations providing agricultural knowledge. Hence, groups using TECA can include: national research and development organizations, producer organizations, NGOs, universities (researchers, teachers, and students), or the private sector.

TECA comprises two basic features:

- a knowledge database of applied technologies and practices on various rural activities supplied by partner organizations and initiatives;
- online forums – called Exchange Groups – where members can consult with a community of practitioners about a specific agricultural technology or practice, and at the same time share their experiences and challenges in the field with other members looking for support.

TECA identified a need for a central source of reliable agricultural information for extension agents and, ultimately, small producers with the main objective of contributing to food security and to the sustainability of farming systems. Thus, TECA seeks to document and make such information easily accessible to stakeholders,

also aiming to encourage online information sharing among practitioners in the field.[1]Projects and programmes in the field of Climate Change (CC) and Disaster Risk Reduction (DRR) can benefit from TECA because of the following:

- TECA provides a standardized format for CC and DRR practice and technology descriptions;
- it facilitates the documentation process of practices and technologies from projects in CC and DRR and their dissemination. Thus the learning and outputs of projects and programmes will be captured, preserved and shared and can be of use in other regions and countries;
- it not only facilitates learning how to document, but also the documentation process itself;
- in TECA, technologies and practices can be documented in Spanish, English and French. At present, most good practices and technologies in CC and DRR are documented in English, while some of them are available in Spanish. Resources provided, technologies and practices can be translated into French and/or Spanish to ensure wider access across regions and countries.

Documenting CC and DRR technologies and practices in TECA may be a decentralized process of uploading and writing technologies, where involving stakeholders in documenting technologies gives access to their tacit knowledge. However, a quality assurance function of the documentation description is carried out with the support of FAO technical divisions. There are two phases for documenting CC and DRR technologies and practices in TECA. The first focuses on content development, and the second, focuses on the process of uploading to the on-line platform. The recommended sub-phases are as follow:

CONTENT DEVELOPMENT

a) Review project portfolios to identify and log the validated technologies and practices.
b) Assemble materials from each validated technology (project reports and extension materials in a variety of media and formats).
c) Compile records off-line according to the standard TECA template.

UPLOADING PROCESS

a) Ensure that the selected technology is not already in TECA, and if so, reflect on the following question: Should it be added anyway in support of the material that is already available? If you decide to go ahead, remember to include the related technology as a reference and hyperlink.
b) Ensure that it meets the criteria for publication, represents current best practices and has genuinely been validated. TECA technologies should be: tested and/

[1] TECA's technologies and practices are categorized in the following areas: Agricultural mechanization, Capacity development, Climate change and disaster risk reduction, Crop production, Fishery and aquaculture, Forestry, Livestock production, Natural resources management, Nutrition and Post-harvest and marketing.

or adopted by small producers, easy to replicate, and expected to increase production in a sustainable way through reducing the hazard's adversity impact.

c) Complete the TECA template or upload the technology directly to the TECA online form with the associated documentation.

d) How to compile the factsheet recommendations for a good description of a technology or practice:
   - Provide a clear and concise title and summary, which will help the reader decide whether the technology/practice is helpful for him/her. Clearly specify what the technology is about, as well as how it addresses or reduces the impact of the hazard and the location description (country, region, climate conditions, altitude, etc.).
   - Divide the technology description into several sections, using headings in bold. For example, you may want to have headings for: Context, required resources (human, financial, materials and instruments), steps/instructions on implementation, required climate conditions, results or expected outcomes and possible challenges. Also indicate costs.
   - Whenever possible, provide images or video documentation.
   - Attachments should provide detailed information on the specific technology, especially if the description is very short.
   - Upload associated documentation (including contact details, evidence of validation and list of additional resources). Use the "Further reading" field to provide related web links, bibliographical references and other information.
   - Indicate if the technology is: ecologically sustainable; socio-economically acceptable (does it imply any costs?); resilient to natural hazards (which hazard?); a contribution to farmer systems. Indicate the agro ecological zone in which the technology/practice is located (to determine the agro ecological zone in which the technology or practice was tested and validated, according to the AEZ methodology http://www.fao.org/nr/gaez/en/).
   - Link with related technologies already existing in TECA repository. In order to do this, the section on pre-existing keywords should be linked to, or reference, other related documents or technologies within the database.
   - One important aspect for CC and DRR technologies and practices is the **validation process** that has to be participatory and well documented.

ANNEX 7
SELECTING APPROPRIATE MEDIA AND COMMUNICATION ACTIVITIES

Different media have different strengths, weaknesses, drawbacks, advantages and costs. An effective communication strategy usually uses a mix of at least 2 or 3 different types. Choice depends on:

1) Your audience(s)
2) Your budget
3) The best communication channels for your specific audience(s)
4) How long the communication intervention will continue
5) How critical it is to encourage genuine participation for social change communication.

Matrix #1 gives an idea of the advantages and disadvantages of some of the most common media you might want to consider for a communication strategy. The list is not meant to be exhaustive.

The more you can afford, the better – but select those that most fit your desired audience and will help you meet your needs without blowing your budget.

Type of Media	Potential for Participation & Two-way communication	Target Audience	Advantages	Disadvantages	Rough Cost Estimates
1. Television spots	• Mass media – can reach many people • High status	• General public • Can also be tailored to Specific target audiences	• Wide reach • High status and perceived credibility • Audio and visual (can see and hear) • Good for simple messages and slogans • Can help to generate interest, awareness and excitement	• Expensive • Programmes not always on at convenient times • Not everyone has TV • No room for interaction unless linked to a TV call-in show	$5 000 to $10 000 US for 30 second TV spots, prime time
2. Radio spots	• Mass media – can reach many people • High status	Specific target audiences	• Medium to wide reach • High status • Good for simple messages and slogans • Can help to generate interest, awareness and excitement • Relatively inexpensive (compared to TV)	• Programmes not always on at convenient times • No room for interaction • Audio only, no visual communication	$2 000 for 30 second PSA/community announcements over two weeks (unless government sponsored)
3. Radio call-in shows	• Mass media – can reach many people • High status	Specific target audiences	• Medium to wide reach • High status • Allows greater room for feedback, questioning and input • Relatively inexpensive (compared to TV)	• Programmes not always on at convenient times • Audio only, no visual	$1 000 if sponsored as a host guest
4. Newspaper features/pages	Little room for participation or input, except for letters to the editor, news releases and sometimes community columns	Literate public	• High status • Can review and re-read as needed	• Public generally does not read • Requires literacy • Not as deep reach as TV or radio • Publication depends on the whim of editors	Free – if you produce your own news release and photos and hope the press pick it up. $1 000 for a freelance PR writer per each article
5. Newspaper advertorials	Little room for participation, but provide opportunity for paid information to be included	Literate public	• Seen as paid information • Moderate status • Can be reviewed & re-read	Same as newspapers, but with higher cost	Between $500 and $1 000 per feature

Type of Media	Potential for Participation & Two-way communication	Target Audience	Advantages	Disadvantages	Rough Cost Estimates
6. Websites/ internet & blogs	Need to be computer literate, but otherwise lots of potential for participation through blogging, list-serves, e-networking, specific websites	• Literate public • Specific listserv and networks can be set-up for particular audiences/ clients, such as the media directly	• Global info can be obtained, not only local or regional • Youth becoming computer savvy • High-status • List-serves can be quite inexpensive • Can establish links to other sites (FAO, etc., and MOA, local networks) • Can also establish pages on existing sites	• Computers needed and may not be widespread • Listserv and websites require someone to manage and facilitate them and provide content as well as technical assistance	Establishing a webpage can be expensive ($1 500 to $5 000). Linkages are cheaper ($500 or so). Listserv can be minimal in cost, but require mangers/ facilitators that can be expensive
7. Mobile phones and text messages	Tremendous potential for two-way communication and one-on-one communication among public directly. Also provides timely, current lost cost information. Good for 'reminder' messages	Specific publics, teenagers in particular	• Growing reach, especially in rural areas • Low cost for text messages • Highly popular	• Text messages must be short • Best if linked or tied to other communication efforts	Cost of messages by your server
8. Posters	No potential for feedback, unless widely tested or if produced together with communities through participatory processes	General and specific publics	• Can deliver simple messages and slogans • Not necessarily expensive and can often be produced in-house	• Requires visual and written literacy • Generally better for simple messages and slogans	$5 000 for 1 000 or so full colour, 24X32 inch posters
9. Brochures	No potential for feedback, unless widely tested and produced through participatory workshops with participants	General and specific publics	• Can deliver more information than posters, good for instructional info • Do not have to be expensively produced	• Limited to specific distributions • Requires visual and written literacy	$1 000 for 1 000 full colour, but cheaper if done in house on an as needed basis
10. Fact sheets and flyers	No potential for feedback	General audiences	• Can be distributed after meetings, in markets, etc. • Can also be mailed • Cheap if done in B&W on coloured paper • Reviewed at leisure • Inexpensive • Can be produced in-house through desk-top publishing	Limited to specific information for specific topics – single facts or tips	Same cost as brochures, unless done in black & white – then $500 per fact sheet for 1 000 copies

Type of Media	Potential for Participation & Two-way communication	Target Audience	Advantages	Disadvantages	Rough Cost Estimates
11. Newsletters	No potential for feedback unless produced with community input – then can be highly effective at promoting local innovations and activities particularly if local people 'report' and write the news items	General and specific publics	• Can deliver more information than posters and brochures • Not necessarily expensive, can be done in-house • Good for reporting on progress and achievements • Credibility can be high if produced by community (people like to see themselves in print) • Can be produced in-house through desktop publishing	• Limited to specific distributions • Requires visual and written literacy	• $1 000 in B&W for 1000 copies, 2-page fold • $2 000 for 2-colour for 1 000 copies, 2-page fold • $3 000 for full colour, 1 000 copies, 2-page fold
12. Instructional video	Feedback and questioning can be built into the presentation and learning	Target audiences	• Can be paused for deeper discussion and replayed as needed • Most communities are likely to have at least one VCR • High status • Equipment is getting cheaper to use and purchase • Can record 'before', 'during' and 'after' steps in process • Can be played back immediately	• Requires editing equipment and software unless in-camera taping is followed • Usually needs to be supported with other printed materials • Can be over-used when other methods may be more appropriate • More expensive costs up-front	$5 000 to $10 000 including local talent, script development
13. Drama	Lots of potential for participation and interaction, forum theatre and participatory drama especially – wherein audiences analyse the plot and characters and can revise scenarios and outcomes	Target audiences and others	• Can present sensitive issues in a humorous manner to avoid confrontations • Encourages creative brainstorming for solutions • Highly interactive • Helps to support the building of relationships • Uses local talent • Breaks down barriers between formal and informal expertise	• Not a permanent record unless videotaped and played back again • Usually significant preparation and up-front work to focus and get desired results • Requires a team of people/actors • Can be costly if actors are all paid, but relatively inexpensive if local community talent is used	• $3 000 with paid talent, $2 000 if you get volunteer talent and script writers • Extra costs will be incurred for venue, refreshments, etc. to host the drama

Type of Media	Potential for Participation & Two-way communication	Target Audience	Advantages	Disadvantages	Rough Cost Estimates
14. Public presentations & community meetings, service clubs, etc.	Lots of potential for interaction and participation	Different audiences can be targeted directly	• Encourages group formation • Helps to publicize general info • Generates local ownership • Builds partnerships	• Only good for one-off moments in a process • Need to be held when people are available (nights, weekends) • Don't always attract desired audience	Cost of speakers' mileage, time to make formal presentations
15. PowerPoint presentations	Can incorporate feedback	Good for more sophisticated audiences like service clubs and professionals, civil servants	• If well done, good for marketing or selling ideas and generating interest • Can be accessed over the internet	• Requires computer skills and equipment to view e.g. projectors • Cannot communicate large amounts of detailed information • Requires electricity and some amount of technical savvy • Projectors can be expensive	Staff time, cost of CDs to produce and label
16. Bumper stickers	Not participatory at all	General public and specific audiences	• Usually attractive • Not all cars will post them	Message/slogan needs to be kept short and punchy	$1 000 for 1 000 copies of 2-colour bumper stickers
17. Billboards	Not participatory at all	General public and specific audiences	• Best for one main message or slogan • Fairly permanent depending on duration posted • Highly visible	• Very expensive • People forget to notice after a while	$6 000 for 3X6 foot signs, about 20
18. DVDs/CD-ROMs	Not participatory unless designed as interactive game	Specific audiences, particularly attractive to young people	• Relatively cheap to produce and transport • High status and seen as 'professional' • More durable than videotape	Requires computer access, specific software to produce, particularly with audio commentary and video animation	• Staff time, cost of CDs to produce and label • Video animation is more expensive - $2 000
19. Diaries, Calendars and Almanacs	Can be participatory if local communities and audiences are profiled	General public and specific audiences	• Highly popular • Lots of information and tips can be included	• Very expensive to produce – particularly in colour • People expect them to be free • Limited to one-year only, unless designed in such a way that tips/ info can be torn off and kept for future reference (such as: menu ideas, shopping tips, etc.)	$6 000 for 2 000 copies of full-colour, 12 page calendars

Type of Media	Potential for Participation & Two-way communication	Target Audience	Advantages	Disadvantages	Rough Cost Estimates
20. Comic book or colouring book for children	• Can be designed as an activity with school children – soliciting their suggestions for comic characters or illustrations; • Interactive when colouring the comics/books	Children, schools	• Can be designed in house with the assistance of a graphic artist • Can be cheaply produced on newsprint and widely distributed	Limited edition (unless also made available on-line)	$5 000 for 5 000 newsprint cost, B&W, 20 pages
21. Promotional items such as t-Shirts, cups, aprons, caps, shopping bags, etc.	Participatory, to the extent that people like them and use them	Shoppers, mothers, consumers	• Moderately inexpensive • Make a visible statement in the market • Popular	Can be costly to produce, although can be done in partnership with small enterprise	Prices for promotional items vary
22. Jingle, song competitions	Participatory to the extent that people get involved.	General public	Popular, generates momentum and energy	• Usually requires sponsorship • Could generate a song that is ultimately not usable • Require effective organization and promotion	• Between $500 and $1 000 for newspaper promotion, • $2 000 for 30 second PSA/ community radio announcements over two weeks (unless government sponsored), professional production with artists, $2 000 • Paid airing of the jingle for at least 3 months - $600 per week for prime time airing
23. Campaign Slogan competition	Participatory to the extent that people get involved	General public	• Inexpensive to generate, even free • Can help to unify all materials and outputs	• Can generate a slogan that is ultimately not usable or effective • Require effective organization and promotion	• Between $500 and $1 000 for newspaper promotion, • $2 000 for 30 second PSA/ community radio announcements over two weeks (unless government sponsored)
24. Logo and/ or branding competition	Participatory to the extent that people get involved	General public	An help to unify all materials and outputs	• Could generate a logo that is ultimately not usable or appropriate • Needs sponsorship	• Between $500 and $1 000 for newspaper promotion, • $2 000 for 30 second PSA/ community radio announcements over two weeks (unless government sponsored), professional graphic art rendition and electronic production $2 000

Type of Media	Potential for Participation & Two-way communication	Target Audience	Advantages	Disadvantages	Rough Cost Estimates
25. Additional poster competitions	Participatory to the extent that people get involved	General public	Popular, generates momentum and energy	• Could require sponsorship • Require effective organization and promotion	• Between $500 and $1 000 for newspaper promotion, • $2 000 for 30 second PSA/ community radio announcements over two weeks (unless government sponsored), printing costs for final winning poster – approximately $3 000 for 2 000 copies
26. Goodwill ambassadors (sports figures, singers/ celebrities, beauty queens, personalities)	Depending on the personality, they can be highly engaging and interactive and attract high levels of community/ audience participation	Different ambassadors can be identified for different target audiences	If the right people are committed, can lend high status and credibility to a strategy and to its messages	• Not always available • Have to work around their schedule • Not always 'reliable' • Must be credible • Not always willing to work for free or for charity • May not actually believe or practice the recommendations being promoted	Most will work voluntarily – 1 or 2 times per year, but will usually require honorariums, accommodation in order to participate
27. Murals	Can be highly educational and participatory, high visibility if done in a high traffic zone for intended audiences	General public, especially attractive for young people and children	Makes good use of space that is otherwise wasted	Requires permission and partnership with local owners of the property	Cost of paint, possible graphic artist
28. Animal mascots/ costumes	Highly interactive at fairs, exhibits, events and expos – also can go into schools, birthday parties, etc.	Children	• Fun, interactive, highly visible and colourful if properly designed • Could be promoted at a 'fee' for children's parties, etc., to promote healthy eating habits	• Must always have a 'person' inside who is knowledgeable of the facts • Costumes can be 'hot'	$2 000 or less for well-designed mascot

ANNEX 8
BUDGET TEMPLATE

Examples from FAO OSRO Project in Jamaica

Type of Communication Activity	Cost Per Unit (USD)	Estimated Cost (USD)
Town Crier announcements – at least four for DRM quarterly meetings and at least one for Panos Concert	34	136
Panos supported fund raising concert	2 931	2 931
News release to promote Panos fund-raising concert	26	26
Simple Poster/ flyers to support concert (to be printed on local office printer)	42	42
Posters and flyers to promote regular DRM meeting dates four in total, one per quarter	42	168
Broadcast of PSA to promote fisher involvement in DRM plan (one month intensive promotion), prime time airing on local community station, ten times	34	335
Launch event to promote DRM plan (includes press kit, venue, microphone, loudspeaker, refreshments)	1 256	1 256
Community drama development with Women's Media Watch	252	252
Establishment of list serve for regular communication with fishers (could receive assistance from Lime or Digicel for this)	84	84
Text messaging promotion of technical training days six days	17	102
Posters and flyers to promote technical training days (six in total) (Training of Trainers)	42	252
Technical Educational Flyers/brochures to support technical training (six in total) (Training of Trainers) (note: does not include content design, just printing costs)	34	340
Town crier promotion of technical training days six in total	34	204
Flyers to promote training sessions by newly trained trainers six in total	34	204
Posters on green fishing practices for distribution at bars, coop, market and other sites (includes graphic design, printing costs for 200 posters)	419	419
Laminated 'safety at sea" checklists	26	26
Broadcast of FAO PSA on "move your boat to mangroves" – local station one month	34	340
Radio Drama production on safety at sea with Spring Village, Roots FM	335	335
Total:		**7 452**
Total Cost without highlighted items that might be covered through other sources:		**2 610**

(Note: items highlighted may be funded externally or through the national strategy)

ANNEX 9
MEDIA PRODUCTION SPECIFICATIONS SHEET

1. General objective of the campaign

2. Description of specific target audience for this message (key considerations and characteristics)

3. Specific Topic for this message

4. Media for Production

5. Budget

6. Specific objectives for this message (i.e., what the target audience should feel or do or know as a result of this communication product)

7. Content to be covered (this should include step by step info for instructional information)

8. Specific measurable results (what indicators will show that the message was successful?)

9. Mix of message delivery channels and other supportive media (how will this product/message be used with others to ensure that it is effective?)

10. Timing (What time of year, time of day, how often?)

11. Creative/Cultural Treatment (how are we going to slant the message? What tone will it take? What type of language should be involved? Informal, serious, strict, casual?)

12. What other essential infrastructure in the audience community is required for the message to be successful (i.e., radios, TVs, VCRs, internet connection, computers, etc.)?

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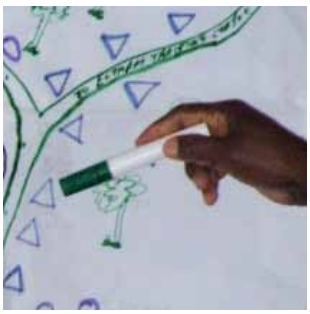
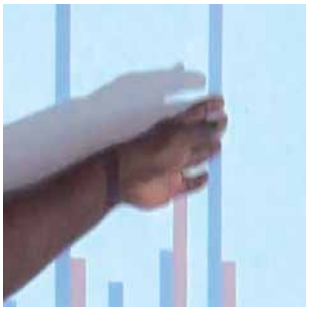







PLANNING COMMUNICATION FOR AGRICULTURAL DISASTER RISK MANAGEMENT

A FIELD GUIDE

Reducing risk and increasing resilience to natural disasters and climate change requires access to knowledge, information and the active participation of vulnerable population. Planning Communication for Agricultural Disaster Risk Management is a field guide to orient ADRM teams and concerned stakeholders for the design and implementation of communication for development (ComDev) activities that will increase resilience and protect the livelihoods of rural communities. It builds on the experience gained in the Caribbean region as a result of FAO projects aimed at strengthening preparedness to natural disasters and improving community-based climate change adaptation.

As a field guide, it provides a complete overview of how to assess rural people's communication needs and how to plan and implement ComDev activities in the context of disaster risk management, crisis preparedness and emergency response in agriculture, food security and nutrition. It also provides guidance on how to apply ComDev to enhance the overall ADRM participatory planning and result monitoring processes, ensuring multi-stakeholder dialogue and participation.

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