Strategic Communication for Peacebuilding
a training guide

How to use strategic communication on development objectives as a tool for peacebuilding

By Oscar Bloh

Search for Common Ground

radio for PEACEBUILDING africa

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We would like to thank all the RFPA members who contributed their comments and ideas to this guidebook

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This guide is for trainers of media workers and government officials in the strategic communication of major development objectives. It is intended to improve the skills of media practitioners and policy makers by helping them create and disseminate policy information in ways which are accessible to different constituents. It also highlights the importance of giving citizens space to react, comment and interact with policy decisions in real and creative ways.

As such the guide is at the centre of a regional project set up by the conflict transformation NGO Search for Common Ground (www.sfcg.org), and supported by the Ministry of Foreign Affairs of the Finnish Government. The project, Radio; A Platform for Peacebuilding (RAPP), which includes the website www.radiopeaceafrica.org, covers seven West and Central African countries. The project's overall objective is, *to improve the population's access to information about policies and decisions that affect their lives.* It is guided by the following specific core aims:

• To increase the knowledge and skills of radio broadcasters, particularly youth radio broadcasters, in identifying and constructively addressing complex and potentially divisive issues
• To educate key government officials on the importance of open and effective communication with their constituents
• To increase communication between policy makers and civil society – including radio broadcasters – in order to improve the dissemination of, and access to information about major governmental policies and decisions

The RAPP project has undertaken media sector mappings (available for download from the website www.radiopeaceafrica.org) in the seven countries. Media sector mapping (MSM) is a tool that identifies how information is generated and communicated to citizens and how they in turn use this information to participate in the implementation of government policies. The findings of the MSMs suggest that few governments are successfully communicating their major development policies to the citizens. They therefore run the risk that the policies will never take hold, and the essential reforms will not occur, so increasing the risk of conflict.

Once citizens are able to become involved in policy decisions and programmes which affect their lives, rather than being viewed and treated as the simple (and grateful) recipients of largesse from above, these policies take on a more meaningful existence – one in which strategies are created, and decisions are made by the people who are most affected by them.

In this model strategic communication becomes a key component of the development process, meaning that communication is a dialogue, from the government to the people and from the people to government (vertical communication), as well as allowing for communication across society from one community to another (horizontal communication). Thus, it is a holistic approach to communication creating an open space for dialogue on a number of different levels and between diverse individuals and groups.

Francis Rolt, *Project Manager*
Radio: A Platform for Peacebuilding

Specific objectives of this guide:

This training guide has the following objectives:

• To improve the skills of policy makers and media practitioners, with a particular emphasis on radio, in the effective communication of major government reform policies to citizens
• To increase the skills of policy makers and media practitioners in generating information (concerns, needs, etc.) from citizens, and in communicating those needs to government

Learning Objectives: There are three distinct, interrelated learning objectives that inform the framework of the training.

Attitudes:
By the end of this training, participants will be able to:
• Appreciate the value of communications in reaching development policy objectives
• Appreciate the value of communications in promoting good governance
• Recognise the importance of results-based media products

Knowledge:
By the end of this training, participants will be able to:
• State the different components of effective strategic communication
• Explain the difference between information dissemination and strategic communication

Skills:
By the end of this training, participants will be able to:
• Demonstrate the use of strategic communication in formulating and implementing policies
• Produce media products on major policies which target different audiences
• Demonstrate the integration of a common ground approach in all their media products

The methodology for the training guide is based on the following adult learning principles:

- Learning is self-directed
- It fills an immediate need and is highly participatory
- Learning is experiential (participants and the trainer learn from one another)
- Time is allowed for reflection and corrective feedback
- A mutually respectful environment is created by participants and trainer(s) to enhance learning
- The environment and atmosphere created are safe for the exchange of learning

The training techniques used in this guide include but are not limited to the following:

Brainstorming – An engagement which solicits views, ideas and perceptions from the participants which are captured on flipcharts and used to generate more ideas in a non-judgemental manner.
Case Studies – Written descriptions developed by the trainer/facilitator of real life situations which are used for analysis and discussions related to the session.
Presentations – Activities conducted by the trainer/facilitator or a resource person who is specialised in a particular subject matter to convey information, theories and/or principles.
Role-Plays – Prepared scenes related to a training topic in which two or more people are invited to perform.
Small or Buzz Group Discussions – Groups of 2-3 people created with the purpose of sharing experiences and ideas, or of solving a problem collectively.
Skits – Similar to role-plays except skits are the enactments of real life situations done in a spontaneous manner.
Group Work – A group of 5-6 people who generate ideas, analyse a problem, and propose solutions.

PREPARATION

Here's a list of things not to forget when preparing a training.
- **Inform the participants about the following:** the training programme; the framework for the training; the level of the training; the name of the facilitator.
- **Materials necessary for the training:** sufficient space ; tables and chairs in the form of a U or a circle; one or more boards; different coloured markers; sticky tape for fixing papers to the walls; notebooks and pens for the participants; a list of participants; drinks; a projector; loudspeakers; copies of the handouts you'll find in this guidebook.
- **Written evaluation at the end of the training:** prepare a brief questionnaire about the training and distribute it at the end. It should be anonymous, so that participants feel able to say what they think about the training, the organisation of the training and the work done by the facilitator.

*A hill that doesn't want people to step on it mustn't grow mushroom*s
Sierra Leonean proverb

Facilitator's Note:

This session introduces some basic ideas and concepts for thinking about conflict. It deals with issues of perception, and makes a distinction between conflict and violence.

It also looks at some of the sources of conflict and their implications for responding to and resolving conflicts. Due to the dynamics of human relationships conflict is bound to occur. Our perception of conflict influences the way we react to it. Conflicts are inevitable in social relationships; they can have either constructive or destructive results, and have either a negative or a positive impact on our relationships. Violent conflict is, however, rarely positive.

Even though conflicts will always be a part of human relationships, they have root causes that drive people to violence. Societal responses often don't address these root causes, and therefore don't bring a positive resolution to the conflict.

Learning Objectives:

By the end of this session, participants will be able to:
• Define conflict and distinguish it from violence
• Identify the root causes of conflict within their own context

Key Learning Points:

• Perception is the way we view and interpret the world and reality, and is based on our values and experiences
• Conflict is neutral and occurs between two or more parties whose values, interests and goals are perceived as incompatible
• Violence is marked by attitudes and behaviour which cause physical and psychological harm to an individual or group
• An individual or community cannot avoid conflict, but can prevent it from erupting into violence
• The root causes of conflict are grouped around; Access to resources, Social exclusion, Identity, and the Lack of effective communication

Online Resources

• SFCG, *A conversation about conflict*, facilitator's guide, 2003 (available from www.radiopeaceafrica.org)

Books

• Marie Soleil Frère (dir.), *Afrique centrale - Médias et conflits. Vecteurs de guerre ou acteurs de paix.*, Editions Complexe – GRIP & Institut Panos Paris, 2005, 320 pages.
• Ross Howard, *The Role of Media in Peacebuilding – Operational Framework*, IMPACS, 2002.
• S. Fisher (dir.), *Cheminer avec le conflit : compétences et stratégies pour l'action*, RTC/IIED, 2002.

SESSION 1 – UNIT 1   1.1.1

Notes to Facilitator

Time: 45 minutes

Resources: flipchart & markers

Note 1: Write the expectations on the board, and stick the paper on the wall of the training room. At the end of the training ensure that the expectations have been met, and if not find out why not.

Note 2: Examples of rules: No mobile phone use; be on time ; show respect for colleagues and for their opinions; come to the training every day; no media coverage of the training without the agreement of all present.

Note 3: Example of an ice breaker: In groups of 2, ask participants to present their neighbour at the table. Give them 5 minutes each to present themselves and to give their reasons for attending the workshop.

Learning Activities

Opening ceremony
• Welcome speech

Introductory Session
• Ice breaker
• Objectives of workshop
• Expectations
• Rules
• Presentation and validation of programme
• Logistical and other information

Notes to Facilitator

Time: 5 minutes

Resources: flipchart & markers

Note: the purpose of this story is to demonstrate that different perceptions of the same event are not wrong – both can be right. In general perceptions are not wrong, they simply are. Accepting that the other person's perception of the same event is different to your own is a first step on the route to finding common ground.

Learning Activities

Ask the participants to listen carefully to the story outlined below:

There was once a cow that ran through the middle of a village. Members of the community who were sitting on the left side said they saw a red cow pass. Those who were sitting on the right side said they saw a yellow cow. After the cow had passed, each group began to describe to the other the colour of the cow that they saw. There was a heated disagreement between the two groups over the true identity of the cow as the two groups saw different colours depending on where they were sitting.

UNIT 3 1.1.3

Notes to Facilitator

Time: 40 minutes

Resources: flipchart & markers, copies of **Handout 1 – Different Kinds of Violence**

Note: Lead the group to an understanding of the difference between the two terms. Emphasise that conflict is a natural part of everyday human experience and that it can be very positive. It is only if it is badly managed that it becomes violent and therefore negative.

Learning Activities

Divide the participants into two groups. Call one group 'Conflict' and the other 'Violence'.

Instruct them to discuss and identify, in their respective groups, words they associate with their groups.

After five minutes, reconvene the groups in plenary.

Invite feedback from each group and write their responses on the flipchart using two columns, the first for conflict and the second for violence.

Initiate a discussion which compares the two columns (see **Note**).

When the discussion is over give each participant a copy of the **Handout 1 – Different Kinds of Violence** and ask them to read it carefully. Check for questions.

Handout 1
Different kinds of violence

Violence, 'consists of actions, words, attitudes, structures or systems which create physical, psychological, social or environmental prejudice, and/or which prevent people from achieving their full human potential'[1.]

Physical violence: (or visible violence) is the best known. It's often the only type of violence mentioned in the media. Visible violence aims to 'intimidate, constrain, wound or even to kill people'. But there is also 'invisible' violence. This is just as dangerous because it prevents individuals from realising their potential, and is liable to turn violent.

Generally two main categories of invisible violence are recognised: cultural violence and structural violence.

Cultural violence describes cultural products which justify or glorify violence. It includes hate speech, religious justification for war, the use of myths and legends about war heroes, etc.
Hate speech, where one group speaks of another group as unequal and unworthy of respect, or blames it for current problems and suggests violence to eliminate that group. Hate speech may be used by one country against another country, or another social group (ethnicity, religion, class, etc.[5])

A second form of cultural violence is extreme religious intolerance of others' faith and practices. A third form is gender discrimination, which allows or endorses practices against the best interests of women.

Structural violence occurs when the laws and traditional rules of a society permit or encourage harm against one group. It includes, notably, slavery, colonialism, racial segregation, etc. And even corruption, when it's organised and systematic, is a form of structural violence. It includes political or legal systems (such as the former system of apartheid in South Africa) which don't treat everyone as equal, but also societal norms and values which prevent some individuals from reaching their potential.

Clearly, ending physical conflict isn't enough to bring long term peace in such cases. The conflict will erupt again if these other forms of violence are ignored.

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[1] J. Lynch and A. McGoldrick, *Peace Journalism, Hawthorn Press, London 2005*

UNIT 4   1.1.4

Notes to Facilitator

Time: 20 minutes

Learning Activities

Divide the participants into groups of four.

Ask each group to identify a local conflict with which they are familiar and ask them to come up with the root cause of that conflict.

Tell each group to write their findings on a flipchart.

UNIT 5   1.1.5

Notes to Facilitator

Time: 35 minutes

Resources: flipchart & markers

Note: In the discussion make a connection between the conflicts that the groups identified, the root causes they identified, and how these root causes are related to any national conflict.

Key Learning Points:
- Perception is the way we view and interpret the world and reality based on our values and experiences
- Conflict is neutral and it occurs between two or more parties whose values, interests and goals are perceived as incompatible
- Violence is marked by attitudes and behaviour that cause physical and psychological harm to an individual or group
- An individual or community cannot avoid conflict but can prevent it from erupting into violence
- The root causes of conflict are grouped around: Access to resources, Social exclusion, Identity, and the Lack of effective communication

Learning Activities

Invite each group to present their findings.

After all the presentations have been made, facilitate a discussion on the various presentations, seeking clarity and looking for commonalities.

Make a short presentation using the flipchart that highlights some of the root causes of conflict (See **Key Learning Points**) and wrap up the session.

The media views conflict as a war, wherein there are winners and losers.
Johan Galtung

Facilitator's Note:

Conventional media often works from the premise that conflict sells, and that peace is boring. Within this perspective, violence is explored in detail while initiatives to bring about peace are undervalued. As a conflict escalates, the media tends to run after the violence that ensues, counting casualties and measuring land that has been captured by a party to the conflict. This is choosing the low path to reporting a conflict. Many media practitioners stop reporting on a violent conflict when one party defeats the other, but while relationships may have taken on a different form the underlying causes may not have been addressed.

The media can promote peace or reinforce the divisions in a society. In many instances, it promotes division by emphasising differences between the parties rather than searching out commonalities. By overfocusing on divisions, the conflict is portrayed as a sport, in which there are winners and losers. At every stage of a conflict – mounting grievances, eruption of violence, transition, and consolidation of peace – the media plays an important role in influencing whether a society opts for violence or for peace.

Learning Objectives:

By the end of this session, participants will be able to:
- Explain the role of the media before, during and after a violent conflict
- Explain the difference between conventional media and Common Ground media
- Describe the role of the media in governance and democratic strengthening

Key Learning Points:

- The media is defined here as radio, television, newspapers and internet
- The media is a platform for mainstreaming diverse voices during a conflict
- The media needs to look beyond the violence and to highlight some of the initiatives to end the violence
- The media needs to move beyond the 5Ws (Who, What, Where, When, Why) and one H (How) to include an S for Solution in its reporting. The solution needs to be that of the disputants and not of the interviewer or the media
- Conventional media tends to focus on issues that divide parties in a conflict while Common Ground media focuses on the commonalities without necessarily ignoring the differences
- The media serves as a platform for promoting good governance by holding public officials accountable for their actions

Resources

- Ross Howard, *Conflict Sensitive Journalism,* IMPACS & IMS, 2003
  (available from www.radiopeaceafrica.org)

SESSION 2 – UNIT 1   1.2.1

Notes to Facilitator

Time: 20 minutes

Resources: flipchart & markers, **Handout 2**

Key Learning Points:
- The media is defined here as radio, television, newspapers, the internet and mobile phones
- The media is a platform for mainstreaming diverse voices during a conflict
- The media needs to look beyond the violence and to highlight some of the initiatives to end the violence
- The media needs to move beyond the 5Ws (Who, What, Where, When, Why) and one H (How), to include an S for Solution in its reporting. The Solution needs to be that of the disputants and not of the interviewer or the media
- Conventional media tends to focus on issues that divide parties in a conflict while Common Ground media focuses on the commonalities without necessarily ignoring the differences
- The media serves as a platform for promoting good governance by holding public officials accountable for their actions

Learning Activities

In plenary, facilitate a brainstorming discussion on the stages of a conflict (See **Handout 2**).

Solicit their personal experiences and events to inform the discussion.

Distribute Handout 2 and ask the participants to read it carefully.

Discussion.

Handout 2
Conflict stages[1]

Authors name and describe the stages which conflicts pass through in different ways, but most include the following:

• No conflict
• Latent conflict
• Emergence
• Escalation
• (Hurting) Stalemate
• De-Escalation
• Settlement/Resolution
• Post-Conflict Peacebuilding and Reconciliation

These phases are frequently shown on a diagram that looks something like this, although the progress from one stage to the next is not smooth and conflicts may repeat the same stages several times over.
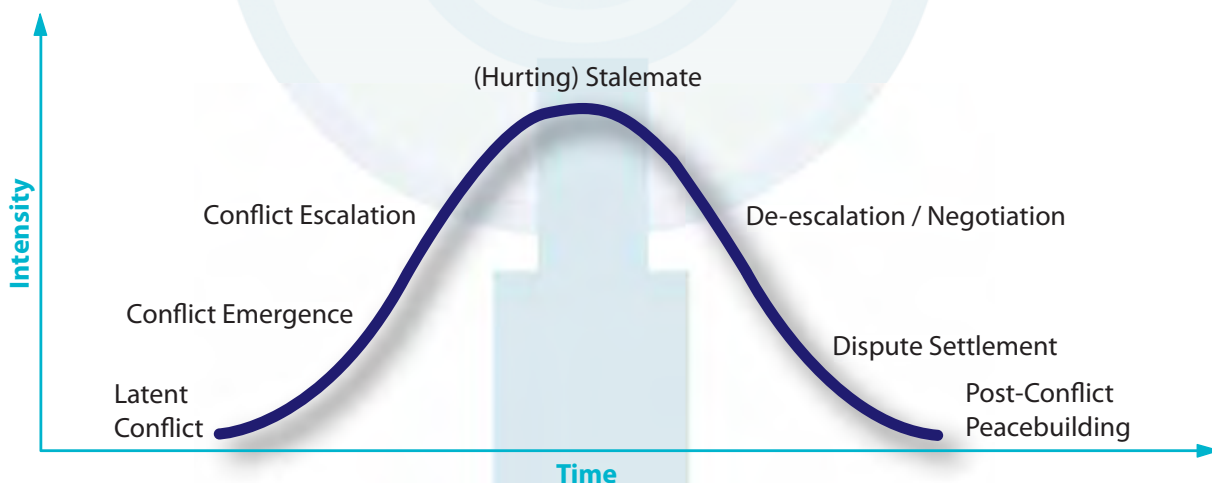
The potential for conflict exists whenever people have different needs, values, or interests; this is the latent conflict stage. The conflict may not become apparent until a triggering event leads to the emergence (or beginning) of the obvious conflict. Emergence may be followed quickly by settlement or resolution , or it may be followed by escalation, which can become very destructive.

Escalation, however, cannot continue indefinitely. De-escalation can be temporary or can be part of a broader trend toward settlement or resolution. Or escalation may lead to a stalemate, a situation in which neither side can win.

Finally, if and when an agreement is reached, peacebuilding efforts work to repair damaged relationships with the long-term goal of reconciling former opponents.

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1 Taken from: Brahm, Eric. «Conflict Stages.» *Beyond Intractability*. Ed. Guy Burgess and Heidi Burgess. 2003. Conflict Research Consortium, University of Colorado, Boulder, Colorado, USA.
http://www.beyondintractability.org/essay/conflict_stages/

UNIT 2 1.2.2

Notes to Facilitator

Time: 90 minutes

Resources: flipchart & markers, **Handout 2**

Learning Activities

Divide the participants into three groups according to the phases (e.g. Emergence, Escalation and Settlement – see **Handout 2**) of one of the actual conflicts discussed in the previous unit.

Assign each group to a phase of the conflict. Ask them to discuss critically the role the media played during their phase of the conflict, again emphasising that they should provide concrete examples.

After 30 minutes reconvene the groups and invite individuals to share their thoughts, taking one phase at a time. Jot down on the flipchart key issues that they share. Allow room for comments and additions from other participants who were not in that particular group.

Facilitate a discussion in plenary on the different roles played by the media and other actors and how those affected the conflict.

Solicit lessons learnt and what could be done differently.

Wrap up the session and reinforce some of the key issues that have emerged.

UNIT 3 1.2.3

Notes to Facilitator

Time: 70 minutes

Resources: flipchart & markers

Learning Activities

In plenary, ask the participations what they think the functions of the media are? You will expect answers such as; inform, educate and entertain.

Still in plenary, ask them to say exactly what they mean by informing and educating? Informing about what, educating about what? How does the media do these things and what are some of the challenges / shortcomings?

Do a short presentation on conventional media as it relates to conflict (See rationale Session 2 Media and Conflict Transformation above). Explore ways in which what you have presented makes a connection to their real life experiences.

UNIT 4 1.2.4

Notes to Facilitator

Time: 30 minutes

Resources: flipchart & markers, photocopies of newspaper articles which you have chosen beforehand. It's important that you make a careful choice.

Learning Activities

Share photocopies of articles from daily newspapers that illustrate the divisive manner in which the media covers particular issues in the country. Ask each person to take five minutes to read the articles and make their comments.

Invite participants to share their comments and reactions with the larger group and open a discussion on their reactions.

UNIT 5 1.2.5

Notes to Facilitator

Time: 75 minutes

Resources: flipchart & markers, exemplary radio programme(s), *Handout 3 – Common Ground Concept*

Learning Activities

Introduce the Common Ground concept and make a short presentation on its fundamental principles and application in conflict resolution. In your presentation, make sure that the difference between Conventional Media and Common Ground media is made.

Give participants *Handout 3 – Common Ground Concept* and ask them to read it carefully. Allow time for comments and discussion.

Play a sample radio programme that you consider portrays Common Ground themes and principles. Tell them to listen to the programme and see where it is linked to the Common Ground concept.

Having played the programme, invite feedback from participants and jot their responses on the flipchart. You may respond where appropriate but be sure to listen as much as possible.

Handout 3
Common Ground Concept

Five Key Common Ground Principles[1]

Conflict is both normal and resolvable: We live in a world of differences - of ideology, belief systems, ethnicity, social and cultural values, etc. These differences are completely natural. They're not something that we can get rid of, nor would we want to - in fact; it is these differences that enrich our lives. What is important is how we deal with these differences.

Common Ground is not about compromise: Finding common ground does not mean settling for the lowest common denominator. It's about generating the highest. What we're talking about is not having two sides meet in the middle, but having them identify something together that they can aspire to and are willing to work towards.

Conflict can be transformed: We are working to transform the way people deal with conflict - so that it is no longer a source of violence and discord, but is instead used as a catalyst for progress.

Peace is a process: Peace is not an event like the signing of a cease-fire agreement, but a gradual process. The best method of building peace is to engage with this process for the long term and to find solutions which correspond to the needs of all the parties involved.

Humankind is interdependent: The world has changed radically in the past 100 years. We are witnessing the impact of globalisation on an unprecedented scale. Increasingly we are becoming enmeshed in global systems of economy, security, environmental protection and health.

Different Types of Media

Peace Media: Media with a pacifist agenda - all stories told with a peace activist angle, focus on damage created by war/conflict.

Common Ground Media: Objective reporting - equal amount of time dedicated to exploring the similarities between parties in conflict, and discovering what they have in common as to exploring the differences between them. A strong focus on root causes of conflict and possible long-term solutions.

Conventional Media: Neutral reporting of events as they have happened – the professional ideal.

Positional Media: Media used as a voice for one of the parties to defend their position and agenda – clear us versus them angle.

Hate Media: Media used to increase division and hatred between parties, instigating one group to despise and hate the other/s e.g.: Radio "Mille Collines" in Rwanda, Radio Marya in Poland, or Radio Oasis in Denmark.

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1   See http://www.sfcg.org/sfcg/sfcg_core.html for more detail on these principles

UNIT 6

Notes to Facilitator

Time: 60 minutes

Resources: flipchart & markers

Learning Activities

In working groups of five, ask participants to think about and discuss what the role of the media should be in the democratic and governance process, in light of the previous exercises and handouts.

Give them a flipchart to list down their answers.

After each group has presented their findings, open up a discussion to clarify some of the issues that have been presented.

Wrap up the session and fill in the gaps where necessary with your ideas - written on the flipchart.

*In the real world, reforms will not be sustained without the involvement
and representation of diverse citizens, stakeholders and voices.*

Facilitator's Note:

In many fragile states technocratic solutions alone have not introduced sustainable governance reform processes. The overriding reason for this is that reform processes are implemented in complex, diverse, socio-economic and political environments where groups and individuals have competing interests.

Due to years of poor governance in most African countries, the relationship between the state and its people is marked by deep mistrust in state-run institutions. When a country is preparing to move from violence to democracy the expectations for a peace dividend can be high. And due to both external and internal pressure for a 'quick peace', reform processes are often simply copied from one country to another with little consideration of the context.

At another level, reform processes are intended to bring about change as a way of consolidating the peace. This change agenda often becomes linked to political elites and their partners, which raises serious questions about national ownership. Consultation, in many instances, is more about rhetoric from the government to the population than it is about concrete actions to align diverse actors and voices with the process. Given this lack of participation, it is unlikely that citizens will mobilize to demand accountability in the implementation of reform policies. But the media can play an important role in mainstreaming the voices of multiple stakeholders in the reform process.

Learning Objectives:

By the end of this session, participants will be able to:
* Name the various reform policies that are being implemented in their country and explain what they know about the policies
* List at least five challenges facing the government in the implementation of the policies
* Explain how these challenges can be addressed

Key Learning Points:

* For governance reform to take place and be sustained, citizens need to own and have trust in the processes
* Governance reform processes need to be linked to a larger change agenda that involves the participation of diverse actors
* Governance reform requires time and has to address the structural conditions that gave rise to the conflict
* Civil society, including the media, needs to be actively involved in monitoring the implementation of reform processes
* Post-conflict governments are elected because they promise change toward a better life, and social service delivery
* As a consequence of years of bad governance, citizens have little trust in state institutions and turn to family, ethnic groups, religion, family, parties and friendships
* In building state institutions, particular attention needs to be paid in creating entry points for public participation
* Placing communication at the heart of governance reform processes is critical for the reform's success

SESSION 3 – UNIT 1   1.3.1

Notes to Facilitator

Time: 35 minutes

Resources: flipchart & markers

Learning Activities

Ask participants to brainstorm a list of all the major government reform policies that they know of.

Write the names of the policies on the flipchart.

Check the number of policies that have been named. Divide the participants into groups and assign one policy per group. In their respective groups, ask them to explain among themselves what they know about the policy that has been assigned to them, including its mandate and scope.

Reconvene the groups and ask them to share with the larger group what was discussed in the small groups. On the flipchart, write down the things they call out.

UNIT 2 1.3.2

Notes to Facilitator

Time: 90 minutes

Resources: flipchart & markers

Learning Activities

Ask them to return to their small groups and identify the challenges that the government is facing in the implementation of these policies.

Stress the need for them to be specific in naming the challenges. They can write their answers in a notepad.

Invite a representative from each of the groups to share their challenges, taking turns to read out one at a time.

Write their responses on the flipchart and go around the groups until every group has exhausted their lists.

Once all the challenges have been named, work with the group to rank the challenges in order of priority, boiling them down to four or five.

Take each challenge, one at a time, and with the group explore ways in which each one can be addressed, reinforcing the need for them to avoid generalising.

Notes to Facilitator

Time: 15 minutes

Resources: flipchart & markers

Key Learning Points:

• For governance reform to take place and be sustained, citizens need to own and have trust in the processes
• Governance reform processes need to be linked to a larger change agenda that involves the participation of diverse actors
• Governance reform requires time and has to address the structural conditions that gave rise to the conflict
• Civil society, including the media, needs to be actively involved in monitoring the implementation of reform processes
• Post-conflict governments are elected because they promise change toward a better life, and social service delivery
• As a consequence of years of bad governance, citizens have little trust in state institutions and turn to family, ethnic groups, religion, family, parties and friendships
• In building state institutions, particular attention needs to be paid in creating entry points for public participation
• Placing communication at the heart of governance reform processes is critical for the reform's success

Learning Activities

Wrap up the session with a short presentation (See **Key Learning Points** above) to highlight critical issues and to fill in gaps in participants' understanding.

Strategic communication serves as the connective tissue that increases citizens' trust in state institutions, and fosters citizens' participation and engagement.

Facilitator's Note:

Conventional wisdom equates information dissemination with strategic communication, and policy makers often treat it as an after-thought. Information dissemination is a part of strategic communication, which is generally defined as the two-way flow of information from citizens to policy makers. It also serves as the link between the governed and the government, opening government institutions and creating a framework for national dialogue through which informed public opinion on key public policy is shaped.

Strategic communication has something unique to offer governance reform because it facilitates the development of democratic practices beyond the ballot box. The successful application of strategic communication encourages a shift from information dissemination to information generation. In most fragile states, the channel of communication between the government and governed is narrow. Strategic communication helps to broaden this space. It also lays out the roles and responsibilities of diverse actors in the implementation of reform policies.

Learning Objectives:

By the end of this session, participants will be able to:
- Differentiate between strategic communication and information dissemination
- State the benefits and values of strategic communications in governance and democratic processes
- Demonstrate the application of horizontal and vertical forms of communication.
- Describe the elements of a strategic communication
- Demonstrate their ability to develop clear and targeted messages

Key Learning Points:

- Information dissemination is a one way flow - from policy makers to citizens - while strategic communication facilitates the flow of information from the governed to the government
- Strategic communication enables citizens to make demands on government which if successful holds government accountable for the changes that it promises to bring about
- Strategic communication manages citizens' expectations for a peace dividend, and increases trust in state institutions charged with the responsibility of implementing reform agendas
- Strategic communication increases citizens' ownership of the reform process
- Strategic communication shifts citizens' attitudes and behaviour towards involvement in the governance process
- Strategic communication facilitates dialogue across communities
- Strategic communication helps get the right messages disseminated through the right channels to the right targets at the right time
- Messages need to be focused on increasing knowledge, providing skills and changing attitudes and behaviour
- The elements of a strategic communication include: Identifying the change you want to effect, who the audience(s) is, what the message is, the best channel to communicate that message and how to obtain feedback

SESSION 4 – UNIT 1   1.4.1

Notes to Facilitator

Time: 25 minutes

Resources: flipchart & markers

Learning Activities

Instruct participants to draw two columns in their note pads. Tell them to write 'Strategic communication' at the top of the first column, and 'Information dissemination' at the top of the second.

Ask each participant to take five minutes to think about the differences between the two terms.

Ask them to write down words under the appropriate heading that best define each term.

Draw the same columns on a flipchart with the appropriate headings.

In a brainstorming session, invite participants to share their answers by writing them in the appropriate column.

Compare the words associated with the two terms through a facilitated discussion, looking for both similarities and differences.

UNIT 2   1.4.2

Notes to Facilitator

Time: 30 minutes

Resources: flipchart & markers

Note: You can ask participants to give examples from their personal experiences.

Learning Activities

Write the meanings of the two terms on a flipchart (see **Key Learning Points** above).

Give a short presentation highlighting the main differences between the two concepts and how they have influenced the way policy makers perceive and apply communication tools.

Use the personal examples the students give you to wrap up the session.

UNIT 3

Notes to Facilitator

Time: 15 minutes

Resources: flipchart & markers

Note: Close the session by reinforcing some of the benefits of strategic communication as contained in the **Key Learning Points** and making reference to some of the answers they have provided from their groups.

Learning Activities

Put the participants into groups of four.

Ask them to identify the benefits and values of using strategic communication in governance and democratic processes.

Invite each group to present their findings.

In plenary, allow participants to seek clarification or respond to the outcomes of the presentation.

UNIT 4   1.4.4

Notes to Facilitator

Time: 30 minutes

Resources: flipchart & markers, **Handout 4 – Idealised Map of Communication Flows**

Note 1: Make sure the participants understand what 'vertical' and 'horizontal' means in terms of policy implementation.

Note 2 : The map represents an ideal, which isn't possible in any democratic system. Crises or imbalances between the interactions is always possible. Even so the map can be used as an engine **to drive thinking about how to improve horizontal and vertical communication.**

Learning Activities

Ask the participants to select one of the major reform policies that are currently underway in their country.

Once a consensus is reached on which policy to choose, present **Handout 4 Idealised map of communication flows**. Ask them to study the interactions in the map and to ask questions.

Divide the participants into groups of three, based on the interactions illustrated in Handout 4.

Ask them to use the policy as a case study and analyse how it has been or is being implemented in terms of vertical (policy makers to citizens) and horizontal (among citizens) components.

- political decision makers vis a vis citizens (how do leaders communicate about this reform?)
- citizens vis-à-vis political decision makers (Have they expressed their needs? Have they used the media to talk about their needs?)
- media vis-à-vis citizens (have the media explained which reform they're talking about ? Or the main issues?)

And in terms of horizontal communication (between citizens).
- Do citizens debate the reform amongst themselves? How?
- Do they use the media to communicate between themselves?

Tell them to identify positive and negative aspects and write their findings on a flipchart that will be presented later on in plenary.

Handout 4
Idealised Map of Communication Flows

Public authorities

Control

Information

Representation

Support

Demands

Administration

Administration

Election

Media

Representation

Information

Control

Civil society

Participation

Information

Representation

Participation

Population
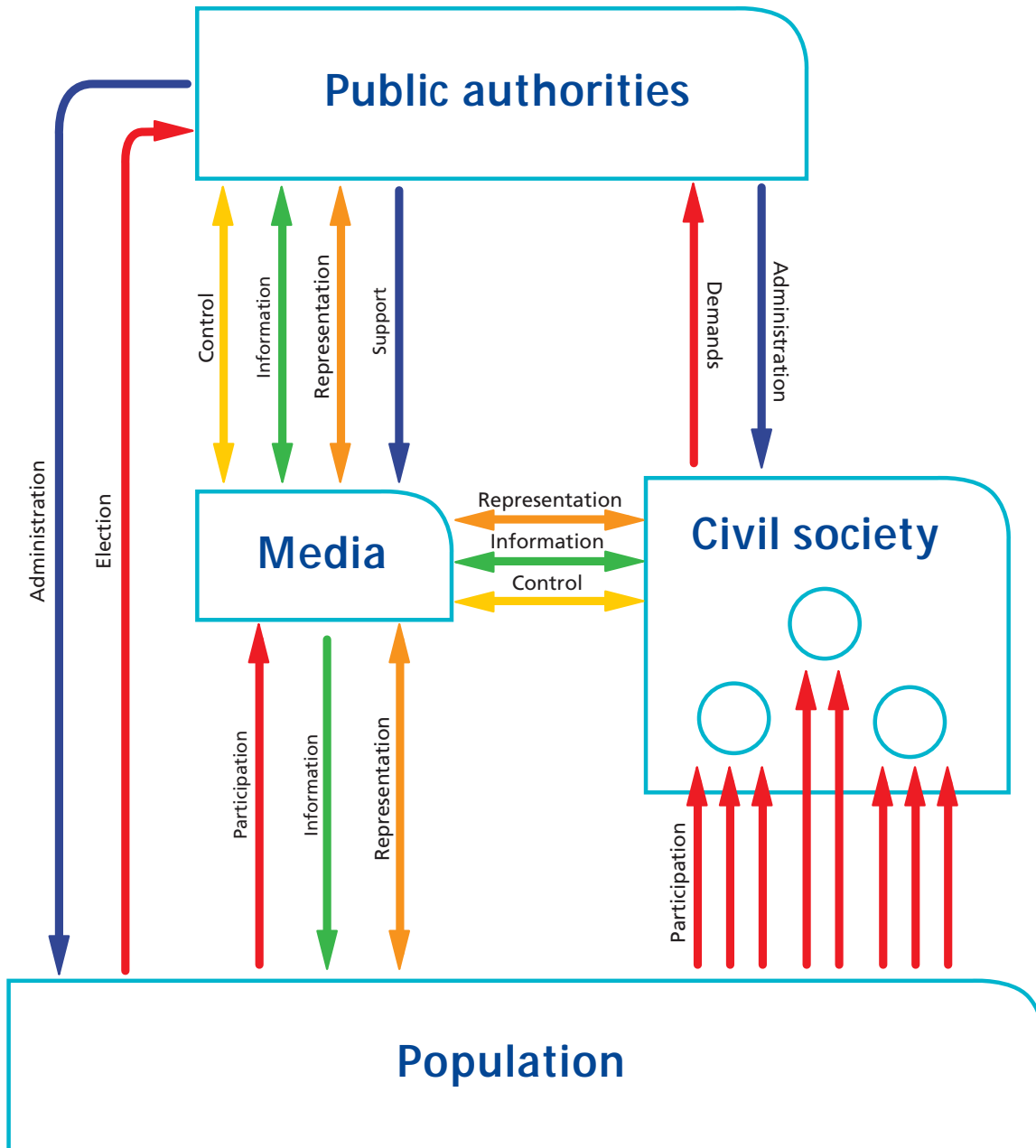
--- Direct citizen's action: election, participation, demand

--- Public authority's action: administration, supervision/management, support

--- Media action: information, representation, control

UNIT 5 — 1.4.5

Notes to Facilitator

Time: 45 minutes

Resources: flipchart & markers

Learning Activities

Reconvene the groups back in plenary and ask each group to present their report.

Take one report at a time and after every group has presented, stimulate a discussion on the reports looking at strengths and weaknesses.

With respect to the weaknesses, ask the participants in plenary to think about ways in which the identified gaps can be bridged.

Emphasise the need for concrete steps and actions in their responses and jot them down on the flipchart to be used later during the planning session.

UNIT 6 — 1.4.6

Notes to Facilitator

Time: 45 minutes

Resources: flipchart & markers, cards for the participants

Note 1: Have cards ready, cut from poster sheets to distribute to each group.

Note 2: Remember that the elements need to be aligned in a circular rather than linear manner.

Learning Activities

In the same groups of three which worked together in Unit 4, ask each group to brainstorm the elements of strategic communication. What is needed to design a strategic communication?

After listing the elements, ask them for the number of cards they need to represent the elements of a strategic communication: what is needed to create effective vertical and horizontal communication?

Let each group use the cards to make a graphical representation that allows for a logical flow of ideas (See **Note 2**).

There needs to be a general consensus among the members before their presentation can be made.

UNIT 7 1.4.7

Notes to Facilitator

Time: 60 minutes

Resources: flipchart & markers

Note: Allow room for creativity and justification from participants on their choice of arrangement.

Learning Activities

Invite each group to paste their work on the wall.

Everyone should take a few minutes to view the work by walking around.

Invite participants to jot down key insights or interesting phenomena from the work of the other groups which they have seen.

Solicit feedback from the participants on what they saw from the gallery walk.

With the participants, arrange the cards in a logical order that shows all the elements of a strategic communication and how it should flow.

Have your elements and arrangement ready to be presented after the discussion as a way of filling in the learning gap, and/or give participants **Handout 5 - Elements and process of strategic communication** (see **Note** above).

Handout 5
Elements and Process of Strategic Communication

- Define the intended results
- Identify your target
- Develop the message
- Identify the best media format
- Identify channel for sending the message
- Evaluate the effectiveness of the message

UNIT 8 1.4.8
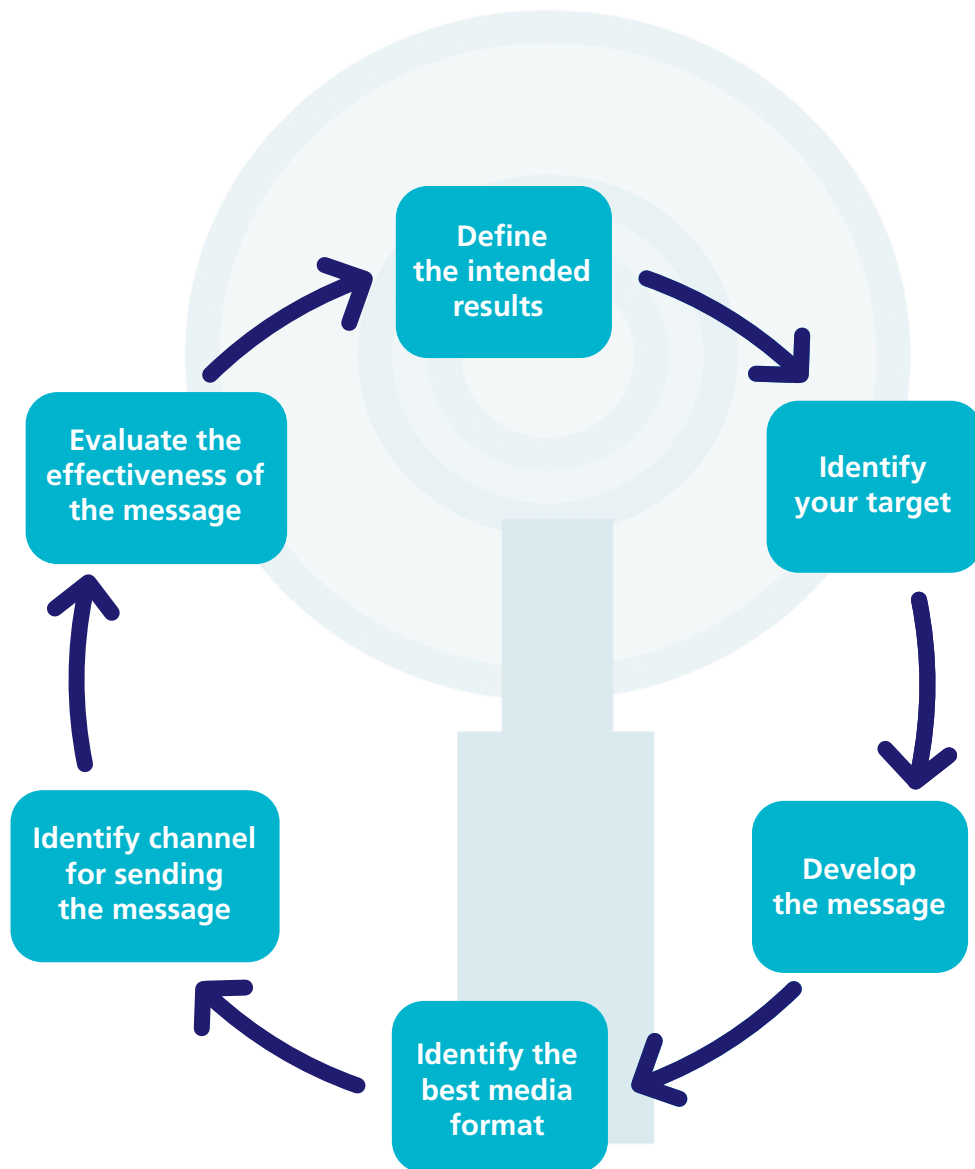
Notes to Facilitator

Time: 60 minutes

Resources: flipchart & markers

Note 1: One of the major challenges in strategic communication is developing messages for specific audiences.

Note 2: Tell the groups that asking and answering questions will help them do the task successfully. For example;
- Who is the intended target audience?
- Which media do this target audience listen to, watch or read?
- How educated is this target audience?
- What result does the group hope to achieve with the message?
- What could this target audience usefully hear from the population / the local administration / the government which would help make the reform successful?
- How should this message be phrased or designed to encourage this target audience to take it seriously?
- What knowledge or information does this target audience lack which would help them understand the need for the behavioural changes we seek?
- What examples are there which would help emphasise the importance of this behavioural change in a positive way?

Learning Activities

With the participants, decide on one of the reform policies that can be used as a case study in message development, and agree some strategic communication objectives which would help them achieve this reform. For example, health reform demands changes from the planners at the Health Ministry, from local administration, from the people themselves and perhaps from traditional healers, as well as others.

Divide the participants into groups of three or four.

Ask each group to refer to Handout 5 and to develop different messages around this reform policy (see **Note 2**).

Group One is assigned the task of developing 2 messages on relevant behavioural change for different audiences.

Group Two is assigned the task of developing 3 messages on skills relevant to this reform policy for different audiences.

Group Three: is assigned the task of developing 3 messages on attitudes relevant to this reform policy for different audiences.

Group Four is assigned the task of developing 5 pieces of knowledge, information or examples relevant to this reform policy for different audiences.

After 20 minutes of brainstorming, ask the groups to return to plenary and invite each one to present its work.

This should be followed by feedback from the other participants with the aim of improving the quality of the messages and fine tuning them.

UNIT 9 1.4.9

Notes to Facilitator

Time: 60 minutes

Resources: flipchart & markers

Note: If information comes from citizens it will represent their needs and demands vis-à-vis government, as well as their suggestions for improving the situation.

Learning Activities

In the same groups as in 1.4.8, ask the participants to come up with a strategy on how to generate information from citizens to be fed back to policy makers.

The strategy needs to be practical and concrete.

Inform the groups that each group will designate a person to present the strategy in plenary.

After every group has presented, invite all the participants to give feedback.

Close the session with some bullet points on how to generate information from citizens. See the **Note** above.

*Does the quantity and quality of information citizens have access to increase
their participation in governance and democratic processes?*

Facilitator's Note:

The media landscape in Africa is becoming increasingly diversified and pluralistic. This development has created an unprecedented opportunity for citizens to gain access to more public information. Independent media plays a crucial role in building and sustaining democracies in fragile states. The media is responsible for providing citizens with the information they need to make informed political, economic and other decisions. Independent media can serve as a platform to mainstream the voices of marginalised people including women, youth, and minority groups.

Access to public information gives citizens the opportunity to demand better governance and increased accountability of their leaders. The media can help fight corruption by informing citizens about gaps between promises and delivery. It can also give citizens information on how the country is developing and on important initiatives such as access to health and education services.

However, in most African countries, the policy and legal frameworks which enable citizens to have access to public information are still controlled by the state.

Learning Objectives:

By the end of this session, participants will be able to:
- Identify opportunities for gaining access to public information
- List the barriers citizens face when trying to access public information and how these can be overcome
- Name the channels through which citizens access information and the one(s) that are most used
- Identify the target audience(s) who access information through the various channels
- Describe the pros and cons of each of the above mentioned channels

Key Learning Points:

- With the emergence of independent media such as community radios, newspapers, television, and the internet the African media landscape has diversified
- The state's ability to monopolise information is becoming more limited due to the increasingly pluralistic nature of the media
- Public information is not the same as public relations. Public information is what citizens are entitled to know simply because they are citizens (it is about entitlement and rights), whereas public relations is about the promotion of a positive image
- A widened political space creates opportunity for accessing public information
- Access to public information has the potential to increase citizens' confidence in the governance process
- Access to public information sets the basis for citizens to make demands on their leaders for better governance
- Government is always afraid that access to information can be used against them
- In many African countries there are few or no laws which compel government officials to provide information to the public

SESSION 5 – UNIT 1   1.5.1

Notes to Facilitator

Time: 50 minutes

Resources: flipchart & markers

Note: Make sure there isn't an overlap in their answers.

Learning Activities

In groups of three, ask participants to brainstorm some of the existing opportunities for gaining access to public information. One person from the group can take notes when a consensus is reached on their answers.

Invite each group to take in turn to call out one of their answers.

Write each answer on the flipchart and continue the exercise until all the groups have exhausted their answers.

UNIT 2   1.5.2

Notes to Facilitator

Time: 40 minutes

Resources: flipchart & markers

Note: This discussion is held in plenary to solicit different views. Capture the key insights on how the opportunities can be maximized and write them on a chart.

Learning Activities

Facilitate a discussion on whether the named opportunities existed during other regimes and how the listed opportunities can be leveraged.

UNIT 3 1.5.3

Notes to Facilitator

Time: 40 minutes (10 minutes for end discussion)

Resources: flipchart & markers

Learning Activities

In the same groups of three, ask participants to reflect and identify some of the barriers citizens encounter when accessing information.

Let them provide reasons for their answers.

Give each group a flipchart and ask them to create and fill in two columns on the chart headed 'Barriers' and 'Reasons'.

Reconvene the groups into plenary and invite representatives from each of the groups to present their work to the larger group.

UNIT 4 1.5.4

Notes to Facilitator

Time: 60 minutes

Resources: flipchart & markers

Learning Activities

After the presentations, facilitate a discussion on the issues which have been presented.

Seek ways in which the identified barriers can be addressed, aiming for concrete examples

UNIT 5   1.5.5

Notes to Facilitator

Time: 45 minutes

Resources: flipchart & markers

Note: Spend about 30 minutes on the group discussion part of this unit.

Learning Activities

In plenary, solicit views from participants on the various channels through which citizens access information (traditional, formal and informal) and the ones that are most widely used.

Write their answers on the flipchart.

In new groups of five (i.e. people who have not yet worked together as a group), ask participants to identify the sectors of the population which each of the different channels targets and their reason(s).

UNIT 6   1.5.6

Notes to Facilitator

Time: 45 minutes

Resources: flipchart & markers

Learning Activities

In plenary, ask one person from each of the groups to present their work.

After all the groups have presented, facilitate a discussion on the various presentations, looking for similarities and highlighting gaps and finding ways of bridging them.

UNIT 7   1.5.7

Notes to Facilitator

Time: 30 minutes

Resources: flipchart & markers

Learning Activities

Assign each group a channel to discuss, based on those identified during the previous exercise.

In their groups, ask them to discuss the pros and cons of the channel that has been assigned them.

One person in each group should take notes.

UNIT 8   1.5.8

Notes to Facilitator

Time: 60 minutes

Resources: flipchart & markers

Key Learning Points:

- With the emergence of independent media such as community radios, newspapers, television, and the internet the African media landscape has diversified
- The state's ability to monopolise information is becoming more limited due to the increasingly pluralistic nature of the media
- Public information is not the same as public relations. Public information is what citizens are entitled to know simply because they are citizens (it is about entitlement and rights), whereas public relations is about the promotion of a positive image
- A widened political space creates opportunity for accessing public information
- Access to public information has the potential to increase citizens' confidence in the governance process
- Access to public information sets the basis for citizens to make demands on their leaders for better governance
- Government is always afraid that access to information can be used against them
- In many African countries there are few or no laws which compel government officials to provide information to the public

Learning Activities

Instruct each group to share their findings with the others in plenary.

At the end of all the presentations, facilitate a discussion on the pros and cons that have been identified, and the reasons for their answers.

Wrap up the session by highlighting the key insights that have been shared and reinforcing them with ideas from the **Key Learning Points** above.

Radio facilitates the horizontal and vertical exchange of information, it gives a voice to citizens and attracts the attention of leaders to needs of the communities.

Facilitator's Note:

Radio[1], particularly community radio, plays a vital role in building vibrant communities, and in mobilising groups by informing citizens and giving them a voice. Radio also serves as a vehicle for bringing the needs of a community to the attention of local and national governments. Radio has the potential to mobilise groups and bring change to communities. It is generally the best tool for reaching illiterate and poor communities as it requires neither reading skills nor the ownership of a radio. Members of a community can tune into a radio without necessarily owning one. Community members place a lot of value on having access to information, and rely heavily on radio.

Despite the media's enormous power to encourage positive change, it can also be manipulated and used to spread hate messages. The Rwanda experience is a classic example where the media was used to promote and maintain the genocide. Financial constraints mean that radio, like other forms of media in poor countries, is vulnerable to political manipulation

Learning Objectives:

By the end of this session, participants will be able to:
• Describe the critical assumptions surrounding radio as a driver of change
• List the different formats media can take (i.e. radio, print) and assess their strengths and weaknesses
• Develop a strategy to respond to the challenges identified for each media product
• Identify the target audience(s) of each media format identified above

Key Learning Points:

• Radio is easily accessible by ordinary people
• Radio can reach out to a large sector of the population over a short period of time
• Radio can connect easily to most African communities because its oral format makes it culturally relevant
• Community radio should produce issues-based programmes relevant to the needs of rural communities
• Radio is the platform for giving a voice to ordinary and marginalised people.
• Radio can accelerate the involvement of citizens in a country's development
• Community radio is closer to the people because it discusses issues that are important to them
• Media formats include: drama, features, phoning-in, round table moderation, magazine, skits, spot messages etc.

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1 It's worth noting that mobile or cell phones are beginning to take the place of the traditional radio in terms of informing citizens and giving them a voice

Resources

- Developing Radio Partners. *A Guide on Sustainability*, Jean Fairbairn, Developing Radio Partners (available from www.radiopeaceafrica.org)
- Ibrahima Sane and Johan Deflander, *Heeding the voiceless : a guide to the use of Oral Testimonies for radio documentaries*, Institut Panos West Africa, 2006. (available from www.radiopeaceafrica.org)
- Straight Talk Foundation, *Using Radio to Help Communities Talk*, Straight Talk Foundation, June 2006. (available from www.radiopeaceafrica.org)
- Colin Fraser & Sonia Restrepo Estrada, *Manuel de la radio communautaire*, UNESCO, 2001, 108 pages / 8 MB PDF file : http://www.unesco.org/webworld/publications/community_radio_handbook_fr.pdf
- André-Jean Tudesq, *L'Afrique parle, l'Afrique écoute*, Karthala, 2002
- MÉDIAS - Prévention des conflits et reconstruction, UNESCO, 2004. http://portal.unesco.org/ci/fr/file_download.php/855b5e9fa2b43ce028c6da65dc8ef732media_conflict_prevention_fr.pdf
- Wilna W. Quarmyne, *Radios communautaires – apprendre à participer*, IPAO, 2004, 82 pages
- AMARC Afrique, *Manuel pour la gestion des radios communautaire. Guide pratique pour une radio viable*, document manuscrit, 2001, 117 pages.

SESSION 6 – UNIT 1 1.6.1

Notes to Facilitator

Time: 55 minutes

Resources: flipchart & markers

Key Learning Points:

- Radio is easily accessible by ordinary people.
- Radio can reach out to a large sector of the population over a short period of time
- Radio can connect easily to most African communities because of its oral format making it culturally relevant
- Community radio should produce issues-based programmes relevant to the needs of rural communities
- Radio is the platform for giving a voice to ordinary and marginalised people
- Radio can accelerate the involvement of citizens in a country's development
- Community radio is closer to the people because it discusses issues that are important to them
- Media formats include: drama, features, phoning-in, round table moderation, magazine, skits, spot messages etc.

Learning Activities

In a brainstorming session, solicit the views of participants on the assumptions they make about radio as a driver of change. Write those assumptions on the flipchart (15 minutes).

Stimulate a discussion based on what has been written on the flipchart.

Drive a discussion that will provide practical examples to back up these assumptions (30 minutes).

Wrap the session up by recounting some of the interesting ideas that have been shared, reinforcing them with ideas from the **Key Learning Points** above.

UNIT 2 1.6.2

Notes to Facilitator

Time: 30 minutes

Resources: flipchart & markers

Note: Examples of format: discussions (round table), interview, monologue, vox pops…

Learning Activities

In working groups of four, ask participants to identify the various kinds of media products.

In their working groups, ask them to take each format and have a discussion on its strengths and weaknesses.

Instruct them to write their findings on flip chart paper.

UNIT 3 1.6.3

Notes to Facilitator

Time: 40 minutes

Resources: flipchart & markers

Learning Activities

Invite each group in turn to present their findings to the larger group.

After all the group work has been presented, facilitate a discussion that helps them to identify common themes and differences.

In their same working groups, broaden the discussion by asking them to come up with ways by which the weaknesses they have identified can be addressed.

UNIT 4 1.6.4

Notes to Facilitator

Time: 30 minutes

Resources: flipchart & markers

Learning Activities

In plenary, ask for volunteers to share their findings from the group work and write the key responses on the flipchart.

Facilitate a discussion around the responses, focusing on the concrete application of the responses.

UNIT 5 1.6.5

Notes to Facilitator

Time: 40 minutes

Resources: flipchart & markers

Learning Activities

In plenary, build a consensus on the major media strands and formats and note them on the flipchart in a column called 'media formats'.

Ask participants to list the audience(s) that matches each of the formats. Write their answers in a parallel column called 'target audience'.

Invite participants to provide reasons for selecting a particular audience for a particular format and seek examples of success stories in the use of these formats.

Rather than merely informing, radio products can be designed to have a positive intended outcome: to shift attitudes and behaviour

Facilitator's Note:

Radio audiences have widely differing backgrounds, interests and information needs. Media products which are aired on radio have to take this diversity into account. When attempting to shift attitudes and change behaviour, media practitioners and the products they produce need to be sensitive to their audiences. Information is a key factor in helping citizens in make informed political decisions.

Successful media products:

- bring hidden stories to the attention of the public
- play a role in democracy and peacebuilding, and so become the gatekeepers, setting the agenda and maintaining a balance of views
- influence policy makers, particularly on how to communicate with citizens
- manage expectations during transition and democratic processes
- serve as bridge builders promoting positive relationships among communities

Learning objectives:

By the end of this session, participants will be able to;
- List the various formats of different media products, and explain their strengths and weaknesses in getting messages across to diverse audiences
- Demonstrate their ability to develop different types of media products targeting different audiences in rolling out major policy documents/statements

Key Learning Points:

- Every media product with a particular format has pros and cons
- Every media product needs to be tailored toward a particular audience
- To maximize results a combination of different media products is necessary

Online Resources:

- Howard R., Rolt F., van de Veen H., Verhoeven J, *The Power of the Media*, A Handbook for Peace-builders, ECCP, 2002. (available from www.radiopeaceafrica.org)
- Melone S., Dr. Terzis G. & Beleli O., *Using the Media for Conflict Transformation: the Common Ground Experience*, Search For Common Ground, 2002 (available from www.radiopeaceafrica.org)

The Radio for Peacebuilding Africa guides are:
- *Youth Radio for Peacebuilding – a guide*
- *Radio Talkshows for Peacebuilding – a guide* (2nd édition)
- *How to produce radio soap opera for the prevention/resolution of conflict*
Available from http://www.radiopeaceafrica.org/index.cfm?lang=fr&context_id=3&context=manuals

SESSION 7 – UNIT 1 — 1.7.1

Notes to Facilitator

Time: 30 minutes

Resources: flipchart & markers

Note: For example, one of the strengths of the press in terms of knowledge might be that it's always possible to return to the written word, to re-examine it and discuss it based on what can be read there. A weakness might be that it's not a format which easily lends itself to improving skills. Equally, in terms of changing attitudes and behaviour a strength is that the press has authority, and is sometimes taken more seriously than the radio or TV, or traditional methods of communication.

Learning Activities

Introduce the session topic (Designing Media Products for Radio to Assist Governance Reform Policies), and emphasise the importance of sharing practical experiences in providing information to different audiences using diverse media products.

Divide the participants into pairs.

Ask each pair to list all the different forms of media products of which they are aware.

When the list has been exhausted, ask them to take one media product at a time and identify its strengths and weaknesses in terms of increasing knowledge and skills, and in changing attitudes and behaviour (see **Note**).

Let them write their responses on a flipchart.

UNIT 2 — 1.7.2

Notes to Facilitator

Time: 45 minutes

Resources: flipchart & markers

Learning Activities

Invite the participants back to plenary and ask a representative from the pair to present their results.

After everyone has presented, facilitate a discussion on the various presentations.

Ask some of the participants to share their experience on a particular media product that they often use and the reason for using it and whether they think it has been effective or not.

UNIT 3   1.7.3

Notes to Facilitator

Time: 2 hours 30 minutes

Resources: flipchart & markers

Note: If it is possible arrange with the local media to either print or broadcast the results of this and the subsequent sessions.

Learning Activities

In their same pairs, ask them to use the strategic communication process with the various elements to design a real media product.

The product that they produce should be informed by the preceding session.

Tell them that this is a real product which will be used by the local radio/newspaper/TV (see **Note** above).

If the product is a radio or video they will need to remain in the same pairs to produce it and put it on a CD/DVD.

UNIT 4   1.7.4

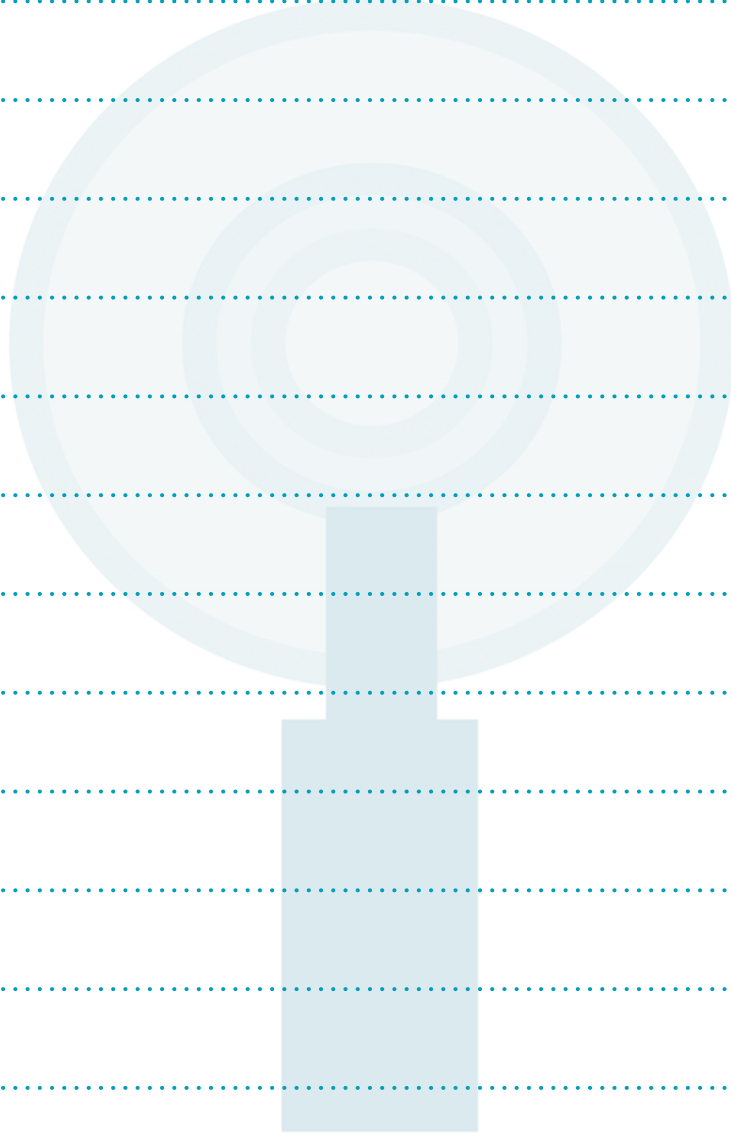### Notes to Facilitator

Time: 15 minutes

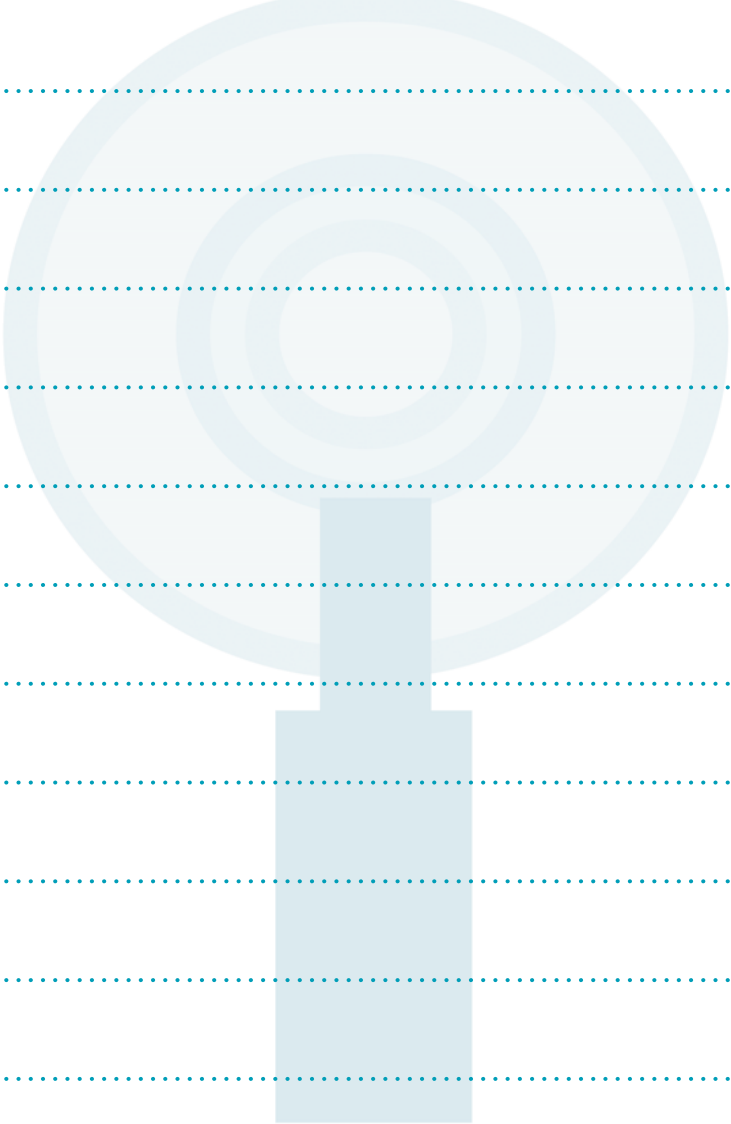**Resources:** flipchart & markers

Learning Activities

Wrap up the workshop with a question and answer and ensure that expectations were met, or answered.

Ensure that the expectations participants noted at the start have been met, or answered.

Hand out certificates if appropriate.

radio for
PEACEBUILDING
africa

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Strategic Communication
has real power to change the relationship between governments and citizens.

Development policy needs to be driven by the people it will affect most, only then are some of the root causes of conflict addressed properly.

The media, and in Africa radio in particular, has a powerful role to play as the link from people to government and from government to people.

This training guide has been written with policy makers, civil society leaders and the media in mind. It is designed to help them all produce meaningful communications on major policy objectives, communications which allow everyone to take part in the debate about how their country or region should be developed.