



CFSC Consortium

Building Communication Capacity
and Sustaining Change

UNAIDS Consultation on Communication for Social Change

Introduction to Communication for
Social Change and to Participatory
Monitoring and Evaluation

CFSC Is ...

- A process of public and private dialogue through which people themselves define who they are, what they want and how they can act collectively to get what they want and need in order to improve their lives.

CFSC is ...

- Values driven
- Highly integrative, holistic and rooted in CURRENT realities
- Based on fundamental principles of justice, equity of information and access, tolerance, voice and participation

What is Social Change?

- A CFSC Perspective:
 - Sustained improvement in the lives and circumstances of people who are marginalized
 - Complex systems thinking
 - Ideal: Positive alteration of systems, structures, public policy, public actions and public values that make life better

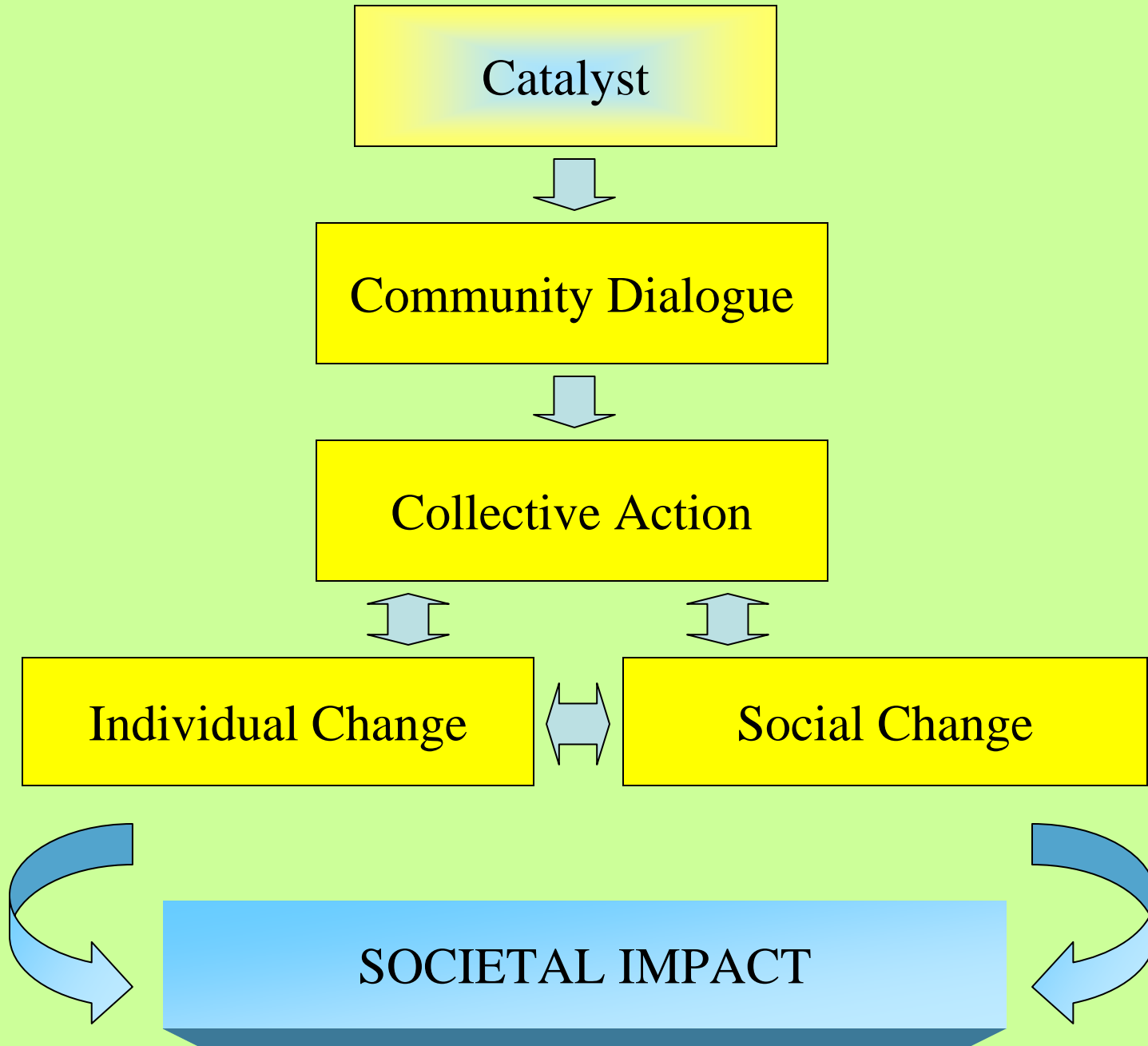
Effective Social Change ...

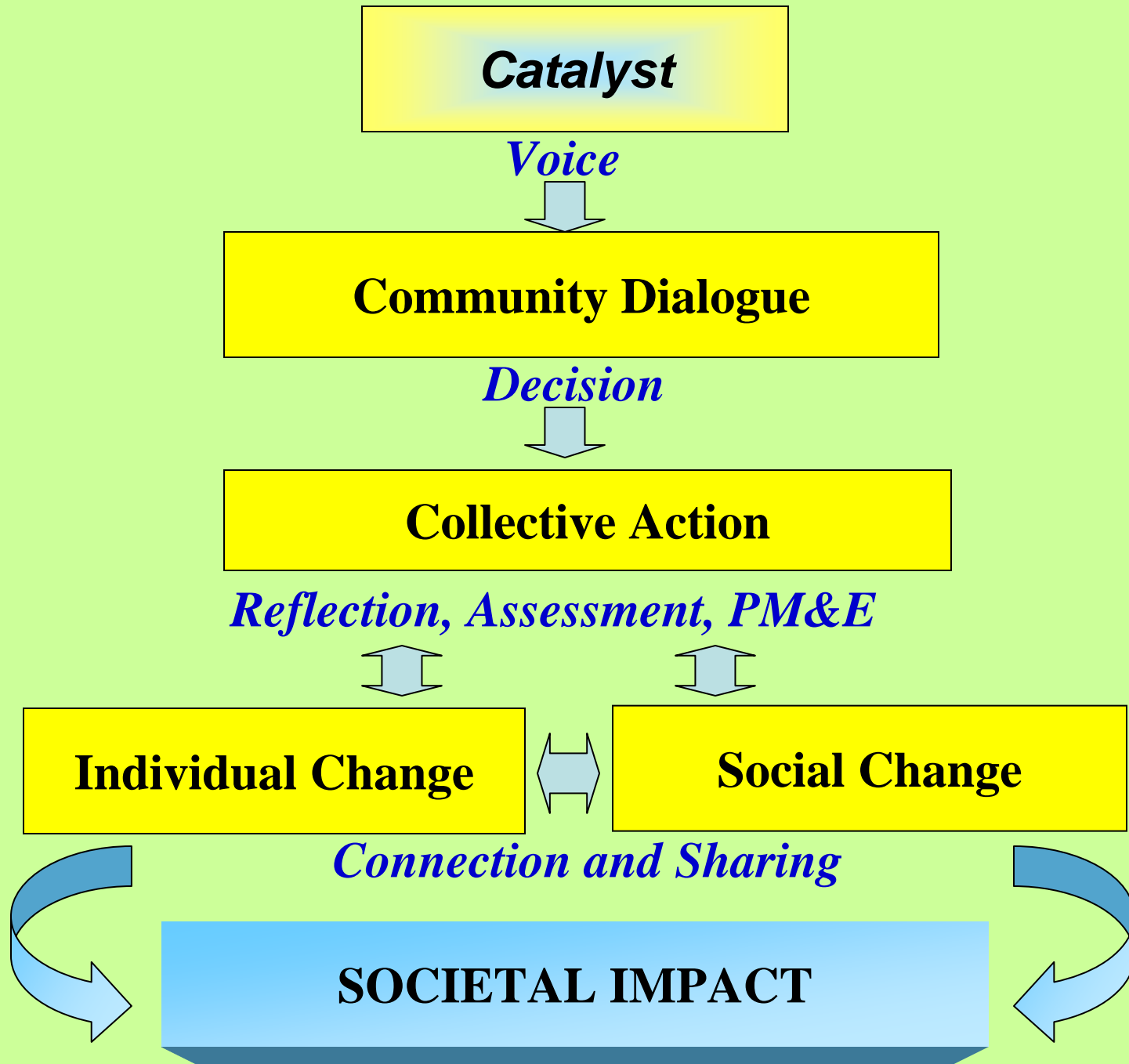
- Is contextual
- Has public dialogue and collective action as its base
- Is local and culturally appropriate
- Is sustained without outside influences
- Leads to greater sufficiency of poor
- Builds local capacity
- Shifts power bases.

We must work on multiple levels...

- Individual practice
- Institutions that dominate
- Preparing next generation
- Knowledge generation and elevating indigenous learning across and within communities

*CFSC
Model*





Utilizing CFSC to Address Key Challenges

- Gender inequities
- Stigma
- Human right to health, “well” communities
- Sustaining HIV-AIDS social movement
- [aids2031](#)

Illustrations

- Zambia
- Ethiopia
- Senegal - Female Genital Cutting
- Polio - Nigeria

What We've Learned

- Listen and discuss at all levels; value every voice
- Community-based planning at all stages
- Include communication skills training: facilitating and sustaining dialogue, negotiation, managing conflict
- Need activities over time to keep interest
- Insiders monitor
- Share what you learn
- **Outsiders advise and train only**

Evolution

comes

Communication for Social Change: where it comes from

- 50+ years of thinking/action in participatory communication and development;
- Enabling communication environments - HIV/AIDS
- Inextricably linked to issues of blame, prejudice, stigma, marginalisation and poverty; – Uganda, Thailand, Senegal, Brazil;
- Behaviour change depends on social change;
- Rapidly changing, increasingly horizontal, media and communication environments – new media and new technologies;

Communication for Social Change: what kinds of interventions

- Stimulating community dialogues
 - CFSC approaches (Ethiopia and Nigeria)
- Creating an enabling information and communication environment;
 - Plural media capable of airing discordant voices, and spaces for public dialogue (e.g. Talk shows; Community media)
 - Edutainment (Soul City)
- Catalysing social change
- Promoting accountability
 - Access to and sharing information and participatory budgeting

Keeping Track

What is important to track and why?

Who leads? Do new leaders emerge?

Who gains power, who loses power?

What are current beliefs, attitudes and how are they changing?

Participatory Monitoring & Evaluation of Communication for Social Change

How do we know we are making a difference?

How can we effectively demonstrate this to others?

Key M&E Questions

- What do we need to evaluate? Who needs what information?
- Why? For whom?
- How?
- Who should be involved? Why?
- What are the resource and support implications?
- How to assure quality?

What principles should inform our M&E?

- Success is determined by intended beneficiaries
- Action-oriented and useful
- Wider accountability
- Participation and local ownership
- Equity – unheard voices
- Based on trust, respect for *local* knowledge & experience
- Flexible and responsive

Implications for M&E

- Who participates in the process
- Attitudes and openness to change (organisational and individual)
- *Process* and *product* are important
- Capacity development is central
- Commitment to use of findings
- Rigorous practice – support over time

Purpose of M&E in social development

- Accountability – upwards & downwards
- Celebrate and build on achievements
- Share what works – wider learning
- Sustainability
- PM&E tools are a vehicle for collective discussion, analysis, problem-solving & action
- Develop capacity to reflect, analyse, learn and use learning to improve practice

Participatory Monitoring and Evaluation

In Participatory M&E....

Through a cyclical process participants collaboratively determine and verify achievements, reflect and learn, build on what is working, identify challenges, and improve practice on the basis of the above

PM&E - 6 Key Stages

1. Decide to use PM&E as *part* of the project strategy (complements other data)
2. Assemble a core PM&E team
3. Develop a PM&E plan through dialogue
 - Orientate stakeholders to PM&E and set the agenda
 - Clarify the question: who wants to know what and why?

Key Stages cont.

- Identify indicators that will provide the information needed
 - Prepare for the sharing and use of findings
4. Select methods, collect and interpret data
 5. Synthesize and check data (quality)
 6. Share and use the PM&E findings

Key strengths of PM&E

- Fit with core principles and values
- Maximise the learning potential of evaln.
- Equity – voices of the marginalised central
- Community owns the process therefore greater commitment to the results
- Outsiders facilitate, insiders evaluate
- Wider long-term benefits, ongoing learning
- A positive alternative to “policing” evals.

What will help us to implement PM&E?

- Understanding of – and commitment to – the approach
- High levels of trust, mutual respect and honesty
- Flexibility, openness and creativity
- Support for the process, including time and resources
- An evaluation team committed to participation, with faith in the process
- Recognition that capacity building lies at the heart of PM&E

- Committed and able external facilitators willing to share experience, knowledge and power.
- The group's willingness to assume responsibilities and tackle important issues.
- Necessary expertise and mechanisms to ensure quality and rigor throughout the process.
- Evidence that key participants have thought about what they would like to learn from the evaluation.
- Supportive, non-hierarchical organisational cultures that are open to participation and risk taking.

Presentation based on

Who Measures Change? A Guide to Participatory Monitoring and Evaluation of Communication for Social Change

Developed by the Communication for Social Change Consortium.

www.communicationforsocialchange.org

The Most Significant Change Approach

Most Significant Change (MSC)

All stakeholders are involved in deciding what kinds of change to record. *Stories are used to identify the impact of an intervention.*

MSC is systematic because the same questions are asked of everyone, to produce stories that are rigorously and regularly collected. These stories become the subject of collective analysis, discussion, filtering, verification and documentation.

Why Stories?

- People tell stories naturally, fit with local cultures
- Stories can deal (safely) with complexity and context
- People remember stories
- Stories can carry critical insights and information

Why use MSC?

- To develop a wider and deeper understanding of what an initiative is achieving and not achieving, to clarify project aims and use this to inform positive change.
- Participants collaboratively explore and share their values and priorities in identifying significant change (“success”).
- Space is created for participants to reflect on and make sense of complex change.
- Dialogue and communication processes within organizations are strengthened.

Why apply MSC to participatory development projects?

- To move towards greater understanding between all participants.
- To explore the values and preferences of those involved.
- To gain a clearer understanding (as a group) of what *is* and *is not* being achieved by the initiative, and *why*.

MSC involves three key stages:

- 1. *Establishing domains (areas) of interest* through a participatory process, e.g. “changes in community communication capacity”.
- 2. *Setting up a process to collect and review stories of change.* Using a simple question like “During the last 6 months, what do **you** think was the most significant change that took place in the lives of people participating in the project?”
- 3. *Secondary analysis of stories and monitoring the process.* This can enhance understanding of impact, shared vision, skill in conceptualizing and capturing impact and in using findings.

Communication for Social Change Consortium

- www.communicationforsocialchange.org
- Ailish Byrne, Denise Gray-Felder, Alfonso Gumucio-Dagron
- AByrne@communicationforsocialchange.org
- Denise@communicationforsocialchange.org
- Gumucio@communicationforsocialchange.org

- Resources:
 - CFSC Body of Knowledge (3500+)
 - New Paper: Reflections on Communication Challenges of HIV-AIDS
 - CFSC Anthology: Historical and Contemporary Thinking (via website or Amazon)
 - Mazi (quarterly) and PME publications
 - Case stories including Voces de Magdalena



CFSC Consortium

Building Communication Capacity
and Sustaining Change