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Communication for Humanitarian Action Toolkit

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PERMISSIONS

see the e-mail 24 May 2016 from author showing UNICEF's approval for the current version of the Communication for Humanitarian Action Toolkit to be available on our website while the final version is being approved.

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Communication for Humanitarian Action Toolkit (CHAT)

Working Version May 2015

Communication for Development (C4D)

Communication for Humanitarian Action Toolkit (CHAT)

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Andrew Skuse, Director of the Applied Communication Collaborative Research Unit (ACCRU) at the University of Adelaide, prepared this toolkit, which involved (i) a desk review of the evidence and reports of communication for development strategies and available tools for use in emergencies; (ii) a meeting of the collaborating partners in New York to define the scope of the toolkit; (iii) field-testing and validation of the toolkit through a consultative process. UNICEF's Patricia Portela Souza and Consultant Teresa Stuart Guida reviewed and finalized the Toolkit for publication.

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Acronyms

AAP	Accountability for Affected Communities
ACCRU	Applied Communication Collaborative Research Centre
BCC	Behaviour Change Communication
C4D	Communication for Development
C4HA	Communication for Humanitarian Assistance
CDAC	The Communicating with Disaster Affected Communities Network
CDC	Centres for Disease Control and Prevention
CFSC	Communication for Social Change Consortium
DFID	UK Department for International Development
DRR	Disaster Risk Reduction
HA	Humanitarian Assistance
ICRC	International Committee of the Red Cross
ICT4D	Information and Communication Technologies for Development
IEC	Information, Education and Communication
IFRC	International Federation of the Red Cross
IPC	Interpersonal Communication
KAP	Knowledge, Attitudes and Practice
OCHA	Office for the Coordination of Humanitarian Affairs
QA	Quality Assurance
SFCG	Search for Common Ground
UNICEF	United Nations Children's Fund
UNDP	United Nations Development Programme
UNESCO	United Nations Educational, Scientific and Cultural Organization
UNFPA	United Nations Population Fund
UNHCR	United Nations High Commissioner for Refugees
UNOCHA	United Nations Office for the Coordination of Humanitarian Assistance
USAID	United States Agency for International Development
WHO	World Health Organization

RESOURCE BANK

Reliefweb Glossary of Humanitarian Terms (2008)

This Reliefweb resource provides a comprehensive glossary of internationally agreed humanitarian terms that users of this toolkit can refer to for clarification.

http://reliefweb.int/sites/reliefweb.int/files/resources/4F99A3C28EC37D0EC12574A4002E89B4-reliefweb_aug2008.pdf

Table of Contents

1	Introduction	
	Background.....	3
2	Emergency Scenarios	
	Scope of the Study.....	6
3	CHAT Strategy Design	69
4	Facilitation Guide	87
5	CHAT Survey Tool	120
6	Communication Options	120
7	Participant Groups and Messages	126
8	Concepts and Approaches	128
	Annex 1: CHAT Activity Table Template	130

1

Introduction: Let's CHAT!



Welcome to the Communication for Humanitarian Action Toolkit (CHAT). It has been designed with practitioners in mind and is a resource that you can work with and adapt as you strive towards your communication for humanitarian action goals.

Introduction – 1.1

Welcome to the **Communication for Humanitarian Action Toolkit (CHAT)**. It has been designed with practitioners in mind and is a resource that you can work with and adapt as you strive towards your communication for humanitarian action goals. The toolkit provides guidance to humanitarian and development organizations in the area of emergency communication strategy design, implementation, monitoring and evaluation. It addresses several important aspects

of communication during emergencies. These include a focus on providing essential emergency warnings, as well as communication that promotes behaviour change, community mobilization and action. Well-planned communication can help to promote community resilience and reduce vulnerability to a wide range of disasters and emergency situations.

1.2 This toolkit builds on previous UNICEF (2006) work undertaken on emergencies, notably its publication *Behaviour Change Communication in Emergencies: A Toolkit*. It also draws on a wide range of methods and practices associated with Communication for Development (C4D) that cut across a range of programme delivery areas including health, nutrition, water, sanitation and hygiene (WASH), and child protection. The CHAT Toolkit is practice focused and designed to help users to quickly develop a communication for humanitarian action strategy using a range of step-by-step templates and short workshop facilitation guides. All references cited in this toolkit can be located in the 'Resource Bank' sections that accompany the various sections.

CHAT principles

1.3 This toolkit is driven by a core set of communication for humanitarian action principles. These include:

1. BE PREPARED AND COMMUNICATE NOW

Planning and preparation for communicating during emergencies is important and should ideally take place before an emergency occurs. Based on experience and evidence from past emergencies, begin by assessing results of past initiatives and identifying what worked and what didn't. This will help you to understand how best to revise or adapt emergency preparedness and response plans. It will also enable you to obtain information, press releases, mass-media announcements and community mobilization resources already in place for immediate use should an emergency occur. Be ready with sample messages and materials that have been pretested such as those on maternal health, nutrition, immunization, disaster-related stress, water and sanitation, and child protection. If not prepared, it is still critical that information is released about the emergency to the general public as quickly as possible through the most appropriate communication options. See Table 2 for a quick guide to using the CHAT design templates if: (i) preparing for an emergency; or (ii)

responding to an emergency without prior preparation.

2. WORK WITH PARTNERS AND COORDINATE

Emergency response involves many different partners from a range of sectors, including government, UN agencies, NGOs and humanitarian agencies. Keep in mind that communication efforts, to reduce risk and protect vulnerable communities, have to be closely linked to service delivery and emergency response plans. Engaging with partners, especially from the communication sector, is essential to getting lifeline messages across to the general public. It is important, where possible, to build on existing communication assets and capacity. Establishing communication partnerships and promoting coordination can help to reduce duplication and increase the potential for sharing evidence, developing consistent messaging and collective lesson learning. This can also help prevent information overload, confusion and misinformation amongst affected communities. Effective coordination relies on clearly defined roles and responsibilities amongst partners.

3. ENGAGE WITH COMMUNITIES

Emergencies may severely affect communities, but communities are key to their own preparedness, coping and recovery. Engaging communities in preparedness planning, in emergency response and in recovery is essential. Always build on what people already know about emergencies and recognize their strengths and desire to protect and rebuild their communities. When engaging with communities, remember that they are diverse and specific efforts may be required to ensure all members are included in preparedness, emergency response and recovery activities. Take care to identify and include vulnerable or excluded groups in your plans. Communication that engages communities establishes mechanisms for dialogue and collective action, be it in preparation for or response to emergencies.

4. BUILD AN EVIDENCE BASE THROUGH FORMATIVE RESEARCH

Emergencies often occur where there has been no prior preparation and no existing evidence base exists to guide the appropriate communication response. Ideally, all communication for humanitarian action initiatives should be based on formative research, although such work can be challenging to do in the initial stages of an emergency. During the initial phase of an emergency, generic warning and protection messages are often provided to the general public. However, as an emergency develops, it is important that

evidence is gathered to help you identify how to respond to the emergency and address the key information needs of 'at-risk' groups. Conducting formative research, even if it is limited by the nature of the emergency, can help you understand who is most in need, what information they require, and how to most effectively reach and engage them through the communication options to which they have access and can use. Rapid assessment techniques and methodologies can help you to 'find out fast,' and 'finding out' is important because emergencies change over time and the needs of affected populations change with them. Evidence from research also helps you to build a constructive dialogue with affected communities, which allows them to critique humanitarian responses, which in turn helps to build accountability within the humanitarian sector.

5. PROMOTE AWARENESS AND ACTION

While dialogue is critical, raising awareness and promoting action can help disaster affected populations to prepare and when necessary, to act quickly. Action-orientated communication typically contains an instruction to follow, a behaviour to adopt, a measure to take or identify where a service may be obtained, and may include a focus on:

- Prevention;
- Taking protective measures;
- Risk and/or harm reduction;
- Evacuation;
- Harm reduction;
- Service availability;
- Conflict proximity;
- Early warning of disasters;
- Locating loved ones;
- Taking steps to avoid violence;
- Ensuring the safety of others;
- Taking steps to prevent disease outbreaks;
- Maintaining hygiene and good sanitation practices.

6. WHENEVER POSSIBLE, TEST YOUR APPROACH

Testing the potential and effectiveness of your communication approaches, activities and materials is often severely hampered in an emergency situation. For communication messages and materials, it is important to pretest these for comprehension, acceptability, persuasiveness and relevance with affected populations prior to production and release to the general public. (See Figures 4 and 5 on pretesting

outputs). In the early phases of an emergency some assumptions may need to be made around how and what you communicate. However, as the emergency progresses beyond the initial phase, it is good practice to ensure that pretesting of outputs occurs.

7. ASSESS YOUR IMPACT

Whenever possible, monitor and evaluate the effectiveness of your communication for humanitarian action. Were your messages clear? Did they reach the groups you had in mind? What went wrong? Did it create the impact you hoped for? Asking these kinds of questions will help you to reflect on how things could be improved, adjusted, done better next time, and inform future disaster-preparedness and response processes.

RESOURCE BANK

UNICEF Behaviour Change Communication in Emergencies: A Toolkit (2006)

This resource provides a comprehensive overview of how to develop a behaviour change communication (BCC) strategy in the context of natural emergencies. The 236-page toolkit has three parts. Part I begins with an explanation of BCC in emergencies, and links to rights-based approaches specific to UNICEF's core commitments for children in humanitarian action. Part II deals with key messages, communication actions, monitoring milestones, practical examples and resource banks on essential areas to address in emergencies: hygiene promotion, measles vaccination and vitamin A supplementation, breastfeeding, safe motherhood, child protection and psychosocial support. Part III provides tools for emergency communication planning, rapid assessment, developing communication materials and monitoring tools. The focus on BCC and social mobilization is aligned with C4D process, principles and practice. http://www.unicef.org/cbsc/files/BCC_Emergencies_full.pdf

UNICEF Core Commitments for Children in Humanitarian Action E-Resource

This resource provides a range of useful templates, factsheets, guidance and successful examples of interventions in the areas of media and communication and communication for development in the context of humanitarian emergencies. http://www.unicefemergencies.com/downloads/eresource/Communication_for_Development.html

2

Emergency Scenarios



The emergency scenarios set out below are designed to offer a simple and schematic way of thinking about emergencies and risks.

Introduction – 2.1

The emergency scenarios set out below are designed to offer a simple and schematic way of thinking about emergencies and risks. In doing so, it is important to note that emergencies are complex, may shift from being acute to being long-term and, often, multiple shocks may occur at the same time. For example, a cyclone can give rise to other emergencies associated with disease and sanitation as time progresses. The CHAT Survey Tool provided in this toolkit (see Table 3) will help you to

assess what is changing within the emergency that you face and how to respond to it with evidence-based, relevant and clear communication.

Figure 1: Types of emergency scenarios

SITUATION	
RAPID-ONSET EMERGENCIES	SLOW-ONSET EMERGENCIES
<ul style="list-style-type: none"> floods earthquakes cyclones tsunami extremes of temperature disease outbreaks terrorism hazardous materials radio-nuclear events 	<ul style="list-style-type: none"> drought famine food insecurity food safety conflict pollution

2.2 Figure 1 sets out some common emergency situations, both rapid and slow onset. These situations are outlined in more detail in Table 1. This resource provides a short summary of the main risks that accompany emergencies such as cyclones, earthquakes, emerging infectious diseases, acts of terrorism, conflict and so on. These lists are not exhaustive and should be complemented by a case-to-case detailed analysis of the specific emergency situation(s) faced.



Table 1: Common Emergency Scenarios

EARTHQUAKES	EXTREMES OF TEMPERATURE	FLOODS	CYCLONES
<p>The consequences of an earthquake can vary tremendously, from near-total devastation of infrastructure in a heavily populated area to limited destruction of areas that are sparsely inhabited. Strong underwater earthquakes can cause major movement of water masses, or tsunamis. Risks may include:</p> <ul style="list-style-type: none"> • Internal injuries, crush syndrome and death • Asphyxia • Trauma • Dust inhalation (acute respiratory distress) • Exposure to the environment (i.e. hypothermia) • Minor cuts and bruises, fractures • Burns and electroshocks • Disruption of food and water supply • Interruption in basic healthcare services • Damage to water and sewer systems • Diarrhoea and cholera outbreaks • Homelessness/displacement • Negative psychosocial effects on children • Increased number of children separated from primary caregivers • Increased risk of sexual abuse and exploitation • Damage to infrastructure, energy lines, roads, telecommunications and airports • Isolation and physical inaccessibility to relief supply sources • Disruption of education systems 	<p>Marked short-term fluctuations in weather can cause acute adverse health effects. In extremely cold temperatures, acute respiratory infections that may lead to pneumonia are the major risks for children. Extreme cold can also cause hypothermia, an extreme lowering of the body's temperature and death. Risks may include:</p> <ul style="list-style-type: none"> • Extremes of both heat and cold can cause potentially fatal illnesses, i.e. heat stress or hypothermia, as well as increasing death rates from heart and respiratory diseases • In cities, stagnant weather conditions can trap both warm air and air pollutants leading to smog episodes with significant health impacts • Damage to crops and land • Potential food shortages 	<p>The consequences of floods are felt in the water and sanitation sector because of disruptions to the water supply and sanitation infrastructure. Water pipes and tube wells may become blocked. Accessible water is commonly contaminated and poses serious health hazards caused by debris, toxic wastes, chemicals, raw sewage, or even the decomposing bodies of animals and humans. Toilets and latrines may be destroyed. Thus, defecating in toilets and bathing may become unsanitary. Cooking becomes very difficult. Risks may include:</p> <ul style="list-style-type: none"> • Drowning • Grave scarcity of potable water • Waterborne and vector transmitted diseases • Hepatitis • Worm infestation • Eye and ear infections • Scabies and other skin infections • Electroshocks • Injuries like lacerations or puncture wounds • Interruption of basic public health services • Food shortages • Loss of livelihood and unemployment • Homelessness/displacement • Damage to infrastructure, power supply, roads, telecommunications, and airports • Disruption of education systems • Loss of property and support systems • Negative psychosocial effects on children • Separation of children from their primary caregivers • Increased risk of sexual abuse and exploitation. 	<p>The humanitarian consequences of cyclones, hurricanes and typhoons can vary considerably, and relief responses are similar to those for earthquakes and floods. In most cases, priority is given to health, water and sanitation interventions to avoid the risk of epidemics, contamination, pollution and disruption of the public distribution systems. Risks may include:</p> <ul style="list-style-type: none"> • Trauma • Injuries and death • Asphyxia or drowning • Electroshocks • Short- and long-term mental health effects • Waterborne and vector transmitted diseases • Damage to health infrastructures and lifeline systems • Food shortages and interruption of basic public health services • Loss of property, livelihoods, crops • Interruption to educational system • Separation of children from their primary caregivers

TSUNAMI	TERRORISM	FIRE	HAZARDOUS MATERIALS (HAZMAT)
<ul style="list-style-type: none"> The destruction level along the coastlines affected can be immense, with vast areas deprived of infrastructures and entire communities washed away. The humanitarian consequences are directly proportional to the power of the tsunami, the geography of the coastline, level of the infrastructure and the size of the communities living along the affected coasts. Risks may include: Drowning Injuries Waterborne and vector transmitted diseases Outbreaks of communicable diseases Poor sanitation, hygiene Negative psychosocial effects on children Food shortages Interruption of basic public health services Disruption to educational systems Loss of property, livelihood, crops Damage to infrastructure Large-scale displacement Separation of children from primary caregivers Increased risk of sexual abuse and exploitation 	<p>Terrorist events may include direct attacks on military or civilian targets. Due to its random nature, this can create severe levels of fear. Terrorist actions may include the use of explosives, biological agents, 'dirty' nuclear material, shootings and so on. Risks may include:</p> <ul style="list-style-type: none"> Widespread casualties Disruption of services Restriction of movement Pressure on health systems Destruction of property Poisoning High levels of psychosocial trauma Radioactive contamination Short- and long-term health issues Retaliatory violence Weakened governance 	<p>Fire, both in urban and rural locations, can have significant consequences. Forest fires move fast and communities need prior warning in order to evacuate safely. Risk may include:</p> <ul style="list-style-type: none"> Death Breathing difficulties Destruction of property Loss of livelihoods Psychosocial impacts Loss of crops Evacuation and resettlement 	<p>Hazardous materials emergencies may relate to chemical or biological agents that are released and which may cause harm to the public. The release of such materials is often unintentional, i.e. in the context of industrial accidents, but may also be intentional (as a result of terrorism). Hazardous chemicals such as chlorine, ammonia and benzene are routinely used in manufacturing processes. Risks may include:</p> <ul style="list-style-type: none"> Asphyxia Breathing difficulties Fire Chemical burns Destruction of property Interruption to services Poisoning Psychosocial impact Contamination of food supply Contamination of soil

RADIO-NUCLEAR EVENTS	DISEASE OUTBREAKS	DROUGHT	FAMINE
<p>Radio-nuclear events relate to failure of areas of industry or the military that utilize radio-nuclear material. Radioactivity may result from nuclear accidents and may have severe consequences. Risks may include:</p> <ul style="list-style-type: none"> Internal and external contamination Contamination of environment Contamination of food supplies Disruption to food supplies Increase in diseases linked to radioactivity, i.e. cancers Disruption to services Evacuation Psychosocial trauma Economic impacts Loss of livelihoods 	<p>Disease outbreaks often accompany other emergencies or may be the emergency itself. They can be both rapid and slow-onset. Disease outbreaks such as Avian Flu and Ebola can lead to widespread fear and deaths. Waterborne diseases such as cholera and typhoid represent significant drivers of mortality resulting from weather-related emergencies or hygiene and sanitation problems. Risks may include:</p> <ul style="list-style-type: none"> Death Severe illness Increased burden on health services Psychosocial impacts Pressure on commodities such as ORS Worsening hygiene and sanitation problems 	<p>Drought can often be anticipated and commonly requires an immediate, long-term and well-coordinated response. Although warning is possible, a sudden movement of people to an extremely dry or drought-affected area (because of unrest, conflicts or other natural disasters) can have great consequences on the health and nutrition of small children. Risks may include:</p> <ul style="list-style-type: none"> Disruption to water supply Damage to crops Disruption of agriculture-based livelihoods Reduced food intake and lack of varied diet Protein-energy malnutrition Communicable diseases Lack of hygiene and sanitation facilities Cholera, typhoid fever, diarrhoea Acute respiratory infections Migration Erosion of coping and caring capacities of caregivers 	<p>Famine is caused by multiple factors, including poor policy, climatic conditions, negative market conditions and conflict. Food availability decline can deprive large sections of a population from accessing food, despite food being available. Risks may include:</p> <ul style="list-style-type: none"> Lack of access to food Acute malnutrition Collapse in work opportunities Loss of agricultural productivity Abandonment of villages Mass movements to feeding camps Exposure to waterborne and transmittable diseases Poor sanitation and hygiene in camps Exposure to violence Psychosocial trauma

RADIO-NUCLEAR EVENTS	DISEASE OUTBREAKS	DROUGHT	FAMINE
<p>Food insecurity may result from a range of factors including poverty, crop failure, lack of work opportunities, and the failure of distribution systems or civil unrest/ conflict. Risks may include:</p> <ul style="list-style-type: none"> • Chronic difficulties in securing food • Chronic malnutrition • Reduced food intake and lack of varied diet • Protein-energy malnutrition • Micronutrient deficiency • Collapse into poverty • Weakened resistance to disease • Increased potential for exploitation • Increased exposure to violence • Psychosocial trauma 	<p>Food safety has become an increasingly important area for emergency communication. Food safety scares tend to relate to contamination issues and cause significant social fear. Risks may include:</p> <ul style="list-style-type: none"> • Death • Poisoning • Short-term and chronic disease • Disruption to food supplies • Health crisis 	<p>Conflict may be small and localized or widespread and national. Conflict often occurs in weak or fragile states and gives rise to numerous rights abuses and acts of violence. Risks may include:</p> <ul style="list-style-type: none"> • Death • Widespread casualties • Rights abuses • Violence • Gender-based violence • Disruption of food supplies • Increase in forced migration • Exposure to diseases • Loss of livelihood • Severe psychosocial trauma • Family separation 	<p>Pollution can result from acute incidents or longer-term processes. Industrial pollution and pollution driven by human consumption is leading to global warming and a wide range of economic and livelihood problems. Risks may include:</p> <ul style="list-style-type: none"> • Respiratory problems • Chronic ill health • Contamination of food supplies • Contamination of water supplies • Contamination of land • Destruction of livelihoods • Economic impacts • Political instability • Forced migration

RESOURCE BANK

Centers for Disease Control Emergency Scenarios

This CDC web-based resource provides a comprehensive assessment of common emergency scenarios that can be used to provide further detail when considering the scope of the emergency that you face and the common problems associated with them. <http://emergency.cdc.gov/hazards-specific.asp>

Centers for Disease Control Crisis and Emergency Risk Communication (CERC)

This CDC web-based resource provides comprehensive coverage of emergency communication and can be used by communication practitioners interested in deepening their knowledge. The resource provides case studies, online training modules and webinars. <http://www.bt.cdc.gov/cerc/>

3

CHAT Strategy Design



This section provides practical guidance on developing a communication for humanitarian action (CHAT) strategy for both communication preparedness and communication response.

Introduction – 3.1

This section provides practical guidance on developing a communication for humanitarian action (CHAT) strategy for both communication preparedness and communication response. It takes the form of a strategy template with questions, tips and hints that are provided to help guide completion of each strategy component. To get you thinking, consider the following questions. They can help inform nearly all forms of emergency and humanitarian communication. When

developing communication strategies, it is useful to ask yourself:

- Is the communication relevant to the situation and to the affected population?
- It is clear and understandable?
- Is it focused on those who are at risk, particularly the ones who are at most risk?

If at any point the answer to any of these questions is no, you need to **STOP, RETHINK and RECONSIDER** what you are doing.

3.2 The CHAT strategy design templates are designed to be easy to work through, enabling users to identify the situation they face and how to respond to it with evidence-based communication initiatives that promote action and risk reduction. The templates address three key steps that link to typical emergency cycles (see Section 8):

- STEP 1 – The Initial Response (First 48 Hours)**
- STEP 2 – The Intermediate Response (3 days +)**
- STEP 3 – After the Emergency.**

These steps can also be adapted for use in emergency preparedness and disaster-risk-reduction processes. Table 2 below sets out a rapid guide to using the CHAT toolkit for those preparing for emergencies, as well as for those directly responding to them.

The CHAT strategy design templates

3.3 The three CHAT Strategy Steps can be used by both individuals and teams. The supporting sections of the CHAT Toolkit offer additional insights and resources on a wide range of issues. Section 4 provides a facilitation resource designed to help humanitarian organizations hold workshops that aim towards the rapid completion of each of the three CHAT Strategy Design Steps. In emergencies, the speed of the communication response is critical. So don't delay. Gather your team and get going with Step 1: Initial Response.

Table 2: Rapid Guide to Using the CHAT Toolkit

	PREPARING FOR AN EMERGENCY	RESPONDING TO AN EMERGENCY
Which CHAT Template or Resource?	<p>(i) Use the Step 1A (Questions 1-8) to quickly sketch out what you already know about the types of emergency that affects communities in your area. Use Step 1D (Questions 1-4) to plan to gather evidence from communities often affected by disasters. You should also examine existing emergency plans and assess whether they are up to date;</p> <p>(ii) Develop your survey questions, integrate them into the CHAT Survey Tool (see Chapter 5), and gather evidence about how people have responded to emergencies previously and gather information about how you can best reach them through the various communication options available;</p> <p>(iii) Use Steps 2 A-F to develop the emergency preparedness plan that you will use when an emergency is faced;</p> <p>(iv) Repeat Steps 2 A-F during the emergency and reutilize the CHAT Survey Tool to ensure that your communication activities are on track and are responsive to community information needs;</p> <p>(v) Use Steps 3A-C to learn about successes as well as failures by consulting with and inviting feedback from affected communities. Make sure that the lessons learned are documented and integrated into future emergency preparedness and response plans.</p>	<p>(i) Use Steps 1A-D to quickly establish the type of emergency that is faced. Plan to gather evidence from communities often affected by disasters;</p> <p>(ii) Develop your survey questions, integrate them into the CHAT Survey Tool and gather evidence about how people are responding to the emergency, the key information needs that they have and how best to reach them using trusted communication options;</p> <p>(iii) Use Steps 2A-F to develop the communication plan to address affected communities' information needs and to engage them in the response;</p> <p>(i) Once your activities are established use the CHAT Survey Tool that you have adapted with your own questions to assess whether your communication activities are on track and are responsive to community needs.</p> <p>(ii) Use Steps 3A-C to learn about successes as well as failures by consulting with and inviting feedback from affected communities. Make sure that the lessons learned are documented so that these can be used to develop future emergency preparedness and response plans.</p>

STEP1: INITIAL RESPONSE (FIRST 48 HOURS)

In the initial phase of an emergency it is critical that you communicate warnings and emergency messages to enable communities to take action to protect themselves. During this phase it is important to quickly:

IDENTIFY THE SITUATION FACED
 IDENTIFY INITIAL EMERGENCY MESSAGES
 COMMUNICATE WIDELY WITH THE PUBLIC
 RELEASE INFORMATION AS SOON AS POSSIBLE
 MAKE PLANS TO GATHER EVIDENCE

STEP 1A: RAPID SITUATIONAL ANALYSIS

Q1. What is the nature of the emergency?

In a few lines quickly record what has happened and where. For example, high winds and widespread coastal flooding in Town A, earthquake and significant loss of life affecting Town B and so on.

Q2. What problems are being faced right now?

Be as specific as possible, use credible and verified information. For example, you can list infrastructure damage, what services have been disrupted, or if some areas are cut off from emergency assistance. This will help you determine your humanitarian communication responses more effectively.

Q3. Who are most affected?

Identify which groups are likely to be at most risk and whose rights are prone to be neglected or violated. Be as specific and inclusive as possible. These groups may include people living in coastal areas, people living with disabilities, women and children, ethnic and religious minorities, and so on. Identifying who are most at risk and affected or would likely be affected can help to save lives.

Q4. What are the key risks and concerns?

List the risks that are likely to occur during the initial emergency. These may link to things like emerging public health issues (such as waterborne diseases), drinking contaminated water, food shortages, internal displacement and so on. See Table 1 for more information on emergency scenarios and risks.

Q5. What are the likely information needs of at-risk populations?

Based on assessment of risks and key concerns, what information would need to be prioritized and communicated to the affected and prone-to-be-affected public? For example, promoting awareness of evacuation centres, emergency services, food, water and hygiene supplies, protective actions and so on.

Q6. How will you communicate with affected populations?

What functioning communication options do you have available that you can use. For example, public address or loudspeaker system, radio, SMS, community groups and so on. Think about using the most available, popular and preferred combination of communication options available that have the ability to reach the widest number of people.

Q7. Who can you partner with to help you communicate with affected populations?

List organizations that you can work with, who have communication resources, to help you communicate. Contact and partner with them. For example, commercial and community radio, cable television operators, mobile phone operators, government and non-government humanitarian and development organizations, community groups, adolescent/youth groups, and so on.

STEP 1A: RAPID SITUATIONAL ANALYSIS

Q8. What are your humanitarian communication objectives? What do you want to achieve?

Your communication objectives are likely to be broad, e.g. to raise awareness of risks amongst the general public, but it is still useful to set a few objectives based on your initial situational assessment and reassess them later on as you gather evidence on affected populations and their key information needs.

List some initial communication objectives here:

- 1.
- 2.
- 3.
- 4.
- 5.

STEP 1B: IDENTIFY MESSAGES

Q1. Based on your initial situational and risk assessment, what are the messages that you need to communicate?

Depending on the emergency situation, your priority may be to prepare, warn, reduce risk, protect or promote a human right, behaviour and/or practice. Messages can help prepare communities for an emergency or help them respond. If asking communities to act and get involved, your messages should promote an action that is achievable, i.e. 'Go to your local evacuation centre now'; 'Boil all drinking water'. Your messages can play an important role in linking affected communities to humanitarian organizations and service providers. If promoting access to a service, it is critical that the service is in place and accessible to affected populations.

List your initial messages here in order of priority:

- 1.
- 2.
- 3.
- 4.
- 5.

STEP 1C: COMMUNICATE NOW!

Q1. What can you communicate right now? Using the priority messages you have developed and the communication options you have identified, select at least five communication activities that you can begin right now to reach and involve affected communities.

Remember, use spokespeople that are credible and trusted by communities, and use communication options that are most widely used by affected populations. Examples might include community loudspeaker announcements in affected areas, using mobile telecommunications services to send warning SMS messages, establishing a social media presence to dialogue with affected communities, using radio (and TV as appropriate) to announce advice, warning and emergency messages, mobilizing community leaders to promote emergency messages and actions, and so on. Remember to be specific, name the media organizations you will work with and remember to repeat messages frequently using as many communication options as possible. Also, think about the format you will use, i.e. a radio announcement, press release, leaflet, mini-drama and if your intended participant group has access to the chosen communication option, i.e. women and girls may have different access to media relative to boys and men. An example is included in the CHAT Activity Template (see Annex 1) below to get you started.

MESSAGE	PARTICIPANT GROUPS	OPTIONS	FORMAT	FREQUENCY
Go to your local evacuation centre now	Coastal populations between Town A and B	Community radio station	Public service announcement	Every two hours until emergency downgraded

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STEP 1D: PLAN TO GATHER EVIDENCE**Q1. Does information already exist on the emergency that can help inform your communication strategy?**

With numerous organizations responding to an emergency, communities can quickly become overwhelmed with requests for information. Assessment fatigue can quickly set in. Because of this, it is always useful to seek information from other humanitarian organizations. This can help you increase your situational awareness, reduce the number of questions you need to ask the community and provide opportunities for greater cooperation and coordination. List some organizations, partners or information sources that you know can provide useful information about the emergency and make sure you approach them:

- 1.
- 2.
- 3.
- 4.
- 5.

Q2. Is there a coordination body or group that you can work with?

Coordination is essential to effective humanitarian relief. It helps improve situational awareness for those involved in the coordinating body and enables sharing of information. You may have a critical role to play in feeding back information from affected communities to the wider coordinating group. This can help to improve the extent to which humanitarian agencies are connected to and accountable to affected populations. List the key coordinating organizations or mechanisms here and make sure you get involved as an active partner:

- 1.
- 2.
- 3.
- 4.
- 5.

Q3. What are the key logistical factors associated with collecting evidence?

Think about who can help you collect data, i.e. community workers and volunteers, health officers and so on. Think about the logistics involved, the human and financial resources necessary to undertake the exercise and also the risks involved. List some initial plans here:

1. Who will undertake the assessment?

2. What financial resources do you have available?

3. When will you do it?

4. Who can help you in the field?

5. What travel arrangements are required?

6. What are the risks? If it is too dangerous to undertake fieldwork, wait until the danger is reduced.

Q4. What questions do I need to ask?

Table 3 provides the CHAT Survey Tool in Chapter 5. This survey tool can be adapted and used to help you gather evidence on the nature of the emergency and how communities are affected by it. The survey tool will help you identify what communication options are popular, are trusted by the community and are being used right now; how the emergency is changing; the impact the emergency is creating; who is most affected by it; and the type of information that affected groups most urgently need. It is useful, over the course of an emergency, to undertake participatory research methods that involve affected communities. The information you generate will enable you to: (i) quickly respond to the changing needs of affected populations; (ii) adjust your strategy and (iii) assess what impact your communication work is achieving. For example, if you discover that community awareness of cholera symptoms is low at the beginning of your work, you should be able to demonstrate through monitoring that your communication strategy is helping raise awareness of cholera among families and influencing community actions towards its prevention and control. It is important that you first think about some of the key questions you feel will be important to ask. List them here and then check if they are reflected in the CHAT Survey Tool. Here are a few questions to get you going:

STEP 1D: PLAN TO GATHER EVIDENCE

1. Which channels of communication are now functioning?
2. How do members of the affected population share and receive information now?
3. What information sources do they trust the most?
4. What digital social media or mobile communication technologies are they using?
5. Are vulnerable groups able to access information as well, or are they excluded?
- 6.
- 7.
- 8.
- 9.
- 10.

IN ORDER TO GATHER EVIDENCE TO HELP YOU DESIGN YOUR STRATEGY, YOU NEED TO CONDUCT A RAPID CHAT SURVEY. ONCE YOU HAVE DECIDED ON THE QUESTIONS YOU NEED TO ASK AFFECTED COMMUNITIES, YOU CAN CONDUCT YOUR FIRST CHAT SURVEY. The CHAT Survey Tool in Chapter 5 works with the principle of 'good enough' data, i.e. you need just enough information to be able to make reliable decisions and no more. In an emergency, speed is of the essence and using this tool will help you to focus your humanitarian communication work and make it more effective. Remember to think about gender or other factors such as vulnerability, age, ethnicity and accessibility for people with disabilities when collecting evidence, analysing data or presenting findings.

STEP 2: INTERMEDIATE RESPONSE (3 DAYS +)

After getting out your initial advice, warning or emergency messages, you must reassess the situation and think about how the emergency is changing and how affected communities' information needs are changing as well. You may need to focus on maintaining or changing the behaviours and practices of affected populations, so it is important that we have a solid understanding of how the emergency is affecting them. In this phase of the emergency response it is important to:

ANALYSE INFORMATION GATHERED FROM AFFECTED COMMUNITIES
 IDENTIFY PARTICIPANT GROUPS
 IDENTIFY KEY COMMUNICATION OPTIONS
 REVISE YOUR MESSAGES
 COMMUNICATE AGAIN
 DEVELOP A SIMPLE MONITORING AND EVALUATION PLAN

STEP 2A: REASSESS THE SITUATION USING EVIDENCE

Q1. How do I assess the evidence that I have gathered?

You need to make sense of the evidence that you have collected and make important decisions based on your findings. The survey tool asks questions that require short answers that can be quantified (turned into statistics) or generalized (using phrases such as 'most of the people surveyed said' or 'few of the people surveyed said'). When undertaking short surveys in affected communities, you will need to look at the answers and identify patterns, statistics or majority responses. For example, if 25 of the 30 people surveyed identify that community radio is the most popular media channel and only 5 people identify television as important. It can help you to direct your scarce resources towards communicating through community radio. Similarly, in thinking about the behaviours you want to change or maintain, if 20 of the 30 people surveyed practice hand washing before food preparation you can say that 66 per cent follow the practice. If you are trying to improve hand washing practice due to an outbreak of waterborne disease, follow up surveys may show an increase in the practice as a result of your communication work. Remember that evidence can also help highlight the most vulnerable, i.e. people with no access to communication or people with disabilities. You need to think about how to include these groups and reach them with information. By using simple surveys like the CHAT Survey Tool you can regularly assess how the emergency situation is changing, while also capturing evidence of how your work is creating a positive impact. For now, list a few priorities that you already know have emerged from your reassessment of the emergency. Here are a few examples to get you thinking:

69 per cent of households have access to a mobile phone;
 Lots of children are swimming in flooded areas;
 30 per cent of households took their livestock to higher ground before the emergency;
 Most households own a radio

List your own key points of evidence here:

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.
- 9.
- 10.

STEP 2A: REASSESS THE SITUATION USING EVIDENCE

Q2. Are there any problems or negative consequences associated with my CHAT activities?

List any problems or negative consequences that your survey work has identified, i.e. negative behaviours or misinterpretation of messages resulting from your CHAT activities. These will need to be addressed. Here are a few examples to get you thinking:

**A majority of people interviewed thought messages about cholera were confusing;
Two radio key radio stations are no longer broadcasting because of infrastructure problems**

List the negative or unexpected outcomes you have identified here:

- 1.
- 2.
- 3.
- 4.
- 5.

STEP 2B: IDENTIFY PARTICIPANT GROUPS

Q1. Who is most affected and why?

Using your evidence identify, which primary participant groups are at most risk (be as specific as possible, why are they at risk?)? These groups may include people living in coastal areas, people living with disabilities, children and so on. Identifying who is most affected by an emergency affected can help to save lives. List your primary participant groups below. Prioritizing is essential where time is short and resources are scarce.

- 1.
- 2.
- 3.
- 4.
- 5.

Q2. Are there influential groups or individuals that you need to communicate with?

These are called secondary participant groups and are generally able to exert influence over events and other people; they may be politicians, the police, community, spiritual leaders, community leaders, service providers and so on. You can address them with information (through meetings, presentations, community events and so on) from your evidence collection exercise and feedback community concerns and needs. It is important to remember that even in emergencies, advocacy (the work you do to influence leaders and decision-makers to create policies and programmes and allocate resources) can play a role in ensuring the vulnerable and most 'at risk' are not forgotten. Make connections with influential groups for you to get your messages across to affected communities. Influential people who are trusted by the community will make effective spokespersons. They can also help you organize data collection and access affected locations, mobilize communities and ensure the safety of your team. List your key secondary participant groups below.

- 1.
- 2.
- 3.
- 4.
- 5.

STEP 2C: REASSESS COMMUNICATION OPTIONS

Q1. Which communication options are most appropriate?

Based on your CHAT evidence you may need to rethink how you communicate with your intended participant groups and especially the most vulnerable groups. Assessment evidence may show that your initial response used the wrong communication options. Assess your evidence and list the key communication options that you will now use:

- 1.
- 2.
- 3.
- 4.
- 5.

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STEP 2D: REVISE YOUR MESSAGES

Q1. Based on your reassessment of the situation, what are the key messages that you need to communicate? A focus on the need to continue reducing risk, promoting protection or a behaviour may emerge through your reassessment of the situation. Remember, your messages should promote an action that is achievable, i.e. 'Wear shoes if you have them when you are walking in flooded areas'; 'If you feel you can't cope and are not getting better, go to a health clinic'. Your messages can play an important role in linking affected communities to humanitarian organizations and service providers, such as essential health services. If promoting access to a service, it is critical that the service is in place and accessible to affected populations.

List your essential messages here in order of priority:

- 1.
- 2.
- 3.
- 4.
- 5.

STEP 2E: DEVELOP NEW ACTIVITIES

Q1. What should you communicate now? Using the messages you have developed and the communication options you have just identified, assess whether your communication activities need to change in order to reach affected communities. Remember, select spokespeople that are credible and trusted by communities, and use communication options that are most widely used by affected populations. Examples might include community loudspeaker announcements in affected areas, using mobile telecommunications services to send warning SMS messages, establishing a social media presence to dialogue with affected communities, using radio to announce advice, warning and emergency messages, mobilizing community leaders to promote emergency messages and actions, and so on. Remember to be specific; name the media organizations and specific media practitioners you will work with. Be sure to have a directory of communication partners with contact details. And remember to repeat messages frequently, using as many communication options as possible. Also, think about the format you will use, i.e. a radio announcement, press release, leaflet, mini-drama and so on. An example is included in the CHAT Activity Template (see Annex 1) below to get you started.

MESSAGE	PARTICIPANT GROUPS	OPTIONS	FORMAT	FREQUENCY
Wash hands with soap before making food	Adult woman responsible for cooking	Community mobilization activists	Face-to-face communication	Twice a week until the end of the emergency

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STEP 2F: DEVELOP A SIMPLE MONITORING AND EVALUATION (M&E) PLAN

Q1. What are your humanitarian communication objectives? What do you want to achieve? Once you have analysed the data you have collected and understood how things are changing, you can now reassess your objectives. It is at this point that your objective is driven by the need to focus on changing behaviours or practices or maintaining efforts at reducing risks. Setting process and behaviour outcome objectives is important for you to be able to monitor and evaluate the progress and impact of your work. For example, if you know that awareness concerning cholera symptoms is low and you know that this is causing a significant risk, you may set the simple objective: 'Increase knowledge of cholera symptoms'. Remember to be realistic about your communication objectives. See Section 5.6 for the basics of M&E. Here are a few examples to get you thinking:

- Process objectives:
 Increase interpersonal (face-to-face) communication on Cholera symptoms;
 Increase public debate around _____;
 Increase accuracy of the information shared about _____;
- Behaviour objectives:
 Increase families' health-seeking behaviour related to _____;
 Increase heads of households protection behaviours focused on _____;

STEP 2F: DEVELOP A SIMPLE MONITORING AND EVALUATION (M&E) PLAN

List your revised communication objectives here:

- 1.
- 2.
- 3.
- 4.
- 5.

Q2. How will you monitor the progress of your communication initiatives?

Monitoring is concerned with determining if planned activities, inputs and outputs are on track and are effectively engaging participant groups towards desired actions. It involves keeping track of your activities, counting things like money spent, types and number of materials and media, kinds of messages, number of meetings held, etc., and whether intended improvements in behaviours are being achieved. A simple M&E plan will have a list of process and behaviour monitoring indicators that can be regularly assessed. Here are a few examples to get you thinking:

Number of community radio announcements broadcast;
Number of meetings held with community leaders;
Number of families accessing safe water sources
Number of children completing immunization schedules

List some indicators that you will use to track the progress of your activities here:

- 1.
- 2.
- 3.
- 4.
- 5.

Q3. How will you evaluate the impact of your communication initiatives?

Evaluation is concerned with assessing the impact of your humanitarian communication. Evaluation helps you to learn lessons or make decisions about whether the activities should be continued, scaled up or closed down. Evaluation can be both qualitative and quantitative and a wide variety of methods can be used to assess impact. Often quantitative data is used to measure changes in knowledge, attitudes and practices (KAP) variables, and these changes may have been caused by your programme outputs and can be identified as impacts. If assessing KAP variables, it is important that you identify achievable measures of progress and set an initial baseline against which you can conduct further measurement, i.e. '25 per cent increase in knowledge levels associated with the need to boil water during flooding over a three-month period'. KAP measures should link to your objectives and are generally assessed using multi-phase surveys such as the CHAT Survey Tool. Over the course of your implementation you would expect KAP variables to increase as you disseminate relevant and clear information about the emergency. For example, knowledge surrounding the need to boil water during flood should increase if you are promoting it. It is important that your KAP measures are specific, i.e. single, as you can only measure one thing at a time. You should be able to obtain the data to measure them easily. They should be attainable, so don't be unrealistic about what can be achieved. They also need to be relevant, i.e. they should reflect a need held by a key participant group. Finally, they should be time-bound, i.e. they should be achievable within a certain period. Here are a few examples to get you thinking:

Percentage increase in knowledge of cholera symptoms;
Percentage increase in knowledge of the need to boil water during periods of flooding over a three-month period;
Percentage increase in knowledge of local disaster relief service points over a three-month period;
Percentage increase in use of ORS over a three-month period.

List the KAP variables that you want to change here:

- 1.
- 2.
- 3.
- 4.
- 5.

EVALUATING THE IMPACT OF YOUR CHAT ACTIVITIES WILL BE AN ONGOING PROCESS AND YOU SHOULD EXPECT TO USE YOUR CHAT SURVEY TOOL SEVERAL TIMES OVER THE COURSE OF AN EMERGENCY. AFTER CONDUCTING EACH SURVEY YOU WILL NEED TO ANALYSE YOUR EVIDENCE. YOU CAN WORK THROUGH STEPS 2A TO 2F AS MANY TIMES AS YOU NEED.

STEP 3: AFTER THE EMERGENCY

After an emergency it is important to take stock of what happened and how your humanitarian communication activities supported the emergency response and recovery. Communication activities should continue for some time after the emergency is over as communities begin to recover. At this point information needs may change towards more general development-focused issues. During this phase it is important to:

PROMOTE RECOVERY
 EVALUATE AND LEARN LESSONS
 DISCOVER WHAT CAN BE DONE BETTER NEXT TIME
 FEEDBACK YOUR RESULTS TO AFFECTED COMMUNITIES
 REVISE YOUR EMERGENCY PLANS

STEP 3A LESSONS TO BE LEARNED

Q1. What has been learned? Review evaluation data, hold meetings with all stakeholders, draw out lessons, identify gaps and priority areas, and agree on a way forward.

This is important because it helps to ensure that organizations and communities are better prepared for future emergencies. List the main lessons that have emerged (both positive and negative):

- 1.
- 2.
- 3.
- 4.
- 5.

List what you will do differently next time:

- 1.
- 2.
- 3.
- 4.
- 5.

STEP 3B COMMUNITY FEEDBACK

Q1. What should you feedback to communities?

Provide feedback to affected communities on what you did and how you think it helped them. Remember that a dialogue with affected communities is a core feature of improving accountability to affected populations during emergencies and to building trust. List your key feedback points here:

- 1.
- 2.
- 3.
- 4.
- 5.

List how (using what options) you will feedback to affected communities here:

- 1.
- 2.
- 3.
- 4.
- 5.

REMEMBER TO RECORD THE COMMUNITY RESPONSE TO YOUR FEEDBACK, AS THIS FEEDBACK WILL CONTAIN FURTHER INFORMATION ABOUT HOW TO REFINE YOUR WORK IN FUTURE. TAKE NOTES DURING FEEDBACK SESSIONS AND MAKE SURE THESE NOTES ARE DISCUSSED WITH YOUR TEAM.

STEP 3C SHARING SUCCESSES

Q1. How will you share your successes and lessons learned with local, regional and global organizations, policymakers, and donors?

This can help to raise awareness of the need for preparedness measures and can play a key advocacy role leading to greater financial, human resource and policy commitments to preparedness and emergency response measures. List some activities that you can easily undertake here:

- 1.
- 2.
- 3.
- 4.
- 5.

RESOURCE BANK

Catholic Relief Services (CRS) Communication Toolbox: practical guidance for programme managers to improve communication with participants and community members (2013)

This is a useful resource in both its clarity and practicality. The approach is guided by notions of accountability to affected populations and offers nine templates, presented as a series of steps, with key questions, simple tools and additional resources listed. <http://www.crsprogrammequality.org/storage/pubs/general/communication-toolbox.pdf>

U.S.A. Dept. of Health and Human Services and CDC Crisis and Emergency Risk Communication (2012)

This resource is a comprehensive guide to emergency communication and contains numerous useful tools and guidance on message development, emergency communication cycles, planning and implementation. http://emergency.cdc.gov/cerc/pdf/CERC_2012edition.pdf



4

Facilitation Guide



This section is designed to help communication practitioners complete the CHAT strategy design templates. The workshops are designed to be conducted quickly.

Introduction – 4.1

This section is designed to help communication practitioners complete the CHAT strategy design templates. The following workshop facilitation notes link to the three main steps identified in the CHAT strategy design template outlined in Section 3. The workshops are designed to be conducted quickly. Field testing of the templates has shown that all three can be undertaken in less than a day each, and depending on the speed of work, the teams are likely to be able to complete each step within half a day or less. The

facilitator must keep a close eye on time and push teams to rapidly identify information and issues. Use a blank template and other required materials identified in the facilitator’s notes column. Let’s get started!

The CHAT Strategy Design Workshops STEPS 1-3

STEP 1 WORKSHOP – THE INITIAL RESPONSE (FIRST 48 HOURS) DATE/LOCATION		
Time	Activity	Facilitator’s Notes
9.00 – 9.15	Welcome and introductions	Thank participants for arriving on time and ask them to introduce themselves by giving their name, organization and role.
9.15 – 9.30	Set out the broad workshop goals	<p>Provide each group with the STEP 1 CHAT strategy design template. Explain that the template is designed to guide them through the development of a humanitarian communication strategy that has three main steps/workshops, of which this is STEP 1. Advise participants that by the end of the workshop participants will have:</p> <ul style="list-style-type: none"> Identified the emergency situation faced; What urgent actions affected populations need to take; what they need to know, feel and do; Identified initial emergency messages; Identified a number of initial communication activities to undertake.
9.30 – 10.30	STEP1A Rapid Situational Analysis (45 minutes) Group feedback (15 minutes)	<ul style="list-style-type: none"> Provide each group with the Emergency Scenarios (Table 1) and Communication Options (Table 5) Tables from the CHAT Toolkit. Divide the participants into small groups of between 3-6 people and explain that the main goal of this session is to quickly assess the emergency situation that is being faced. Provide flip chart paper, marker pens and blank CHAT strategy design templates. Advise participants that by the end of the session participants will have identified: <ol style="list-style-type: none"> The scope of the emergency problem faced; Who are most affected; What the likely risks will be; What behaviours/actions affected people/ other participant groups need to know, feel and do; What barriers would prevent affected people/participant groups from adopting desired behaviours. What communication options are available for each audience/participant group; Who can help you in your communication work; Initial communication objectives based on Numbers 4 and 5. <p>Allow groups to use the last 15 minutes of the session to quickly feedback what they have worked up on their CHAT templates.</p>
10.30 – 10.45	Coffee/Tea	
10.45 – 11.15	STEP1B Identify Messages (20 minutes) Group feedback (10 minutes)	<ul style="list-style-type: none"> Provide each group with the Critical Emergency Messages (Table 7) from the CHAT Toolkit. <p>Thank the groups for their hard work so far and ask them to continue working in small groups. Advise them that this session draws on their initial assessment of the emergency and the risks that affected populations are facing. Advise participants that by the end of the session they will have:</p> <ul style="list-style-type: none"> Identified a number of essential messages that can help affected communities to avoid risk and protect themselves. <p>Mention that wherever possible messages should promote action or link to service providers that can assist communities.</p> <p>Allow groups to use the last 10 minutes of the session to quickly read out the key messages that they have developed.</p>

STEP 1 WORKSHOP – THE INITIAL RESPONSE (FIRST 48 HOURS) DATE/LOCATION		
11.15 – 11.45	STEP 1C Communicate now! (20 minutes) Group feedback (10 minutes)	<p>Provide participants with the CHAT Activity Table Template (see Annex 1) and encourage them to continue referring to handouts previously distributed. Advise participants that by the end of the session they will have:</p> <ul style="list-style-type: none"> Identified at least 5 key communication activities that can be undertaken immediately (such as press releases, radio announcements or community mobilization activities). <p>Allow groups to use the last 10 minutes of the session to quickly feedback the activities that they have developed.</p>
11.45 – 12.30	STEP 1D Assessment of logistical issues (15 minutes) Identifying key questions for CHAT surveys (15 minutes) Group feedback on process (15 minutes)	<p>Explain to participants that the communication needs of affected populations constantly change as the emergency evolves. Because of this it is important to gather evidence about how best to communicate with affected populations, what issues they face and what information they need. Advise participants that in using the CHAT Survey Tool (Table 3) and talking to up to 30 informants per survey, their communication work can be better tailored to the needs of affected communities. Advise the participants that multiple short surveys may need to be conducted to assess how the emergency is changing and how affected communities are responding to it.</p> <p>Advise participants that by the end of the session they will have:</p> <p>Considered the logistical and safety issues associated with conducting a simple evidence gathering exercise; Identified a list of key questions that are relevant to the local situation that can be added to the CHAT Survey Tool.</p> <p>Allow the participants 15 minutes to feedback to plenary on logistical issues and key questions.</p>
12.30 – 12.45	Group feedback on workshop (10 minutes) Close (5 minutes)	<p>Allow the participants 10 minutes to feedback to plenary what was useful and not useful about the workshop and make note of the comments.</p> <p>Conclude the workshop by thanking all participants and wishing them success in their forthcoming CHAT survey work.</p>

STEP 2 WORKSHOP – THE INTERMEDIATE RESPONSE (3 DAYS +) DATE/LOCATION		
Time	Activity	Facilitators Notes
9.00 – 9.15	Welcome and introductions	Thank participants for arriving on time and ask participants to introduce themselves by giving their name, organization and role.
9.15 – 9.30	Set out the broad workshop goals	<p>Provide each group with the STEP 2 CHAT strategy design template. Explain that the template is designed to guide them through the development of a humanitarian communication strategy. Explain that this is STEP 2. Advise participants that by the end of the workshop they will have:</p> <p>Analysed their survey information; Identified participant groups; Identified desired behaviours (know-feel-do) for each participant group Determined any barriers to the desired behaviours; Identified key communication options to encourage desired behaviours and overcome barriers; Revised main messages; Identified a number of new communication activities to undertake; Developed a simple monitoring and evaluation plan.</p> <p>It is important that participants bring their CHAT Survey data or equivalent to analyse. This evidence will be used to help participants refine and refocus the activities they worked up in the initial workshop.</p>

9.30 – 10.30	STEP 2A Analysing CHAT Survey Data (50 minutes) Group feedback (10 minutes)	<p>Use the STEP 2 CHAT strategy design template. Divide the participants into small groups of between 3-6 people and explain that the main goal of this session is to quickly assess the data gathered through the use of the CHAT Survey Tool. Some initial analysis should have already been undertaken. Now is the opportunity to identify the main findings. Advise them that the purpose of the session is to:</p> <p>Begin the process of identifying the major findings from the survey work; Tailoring communication activities to the issues/situation/needs of affected communities; Identify key risks and behaviours that you want to influence or promote.</p> <p>Ask participants to list at least 10 major findings resulting from their survey work.</p> <p>Allow groups to use the last 10 minutes of the session to quickly feedback their key findings and compare the groups.</p>
10.30 – 10.45	Coffee/Tea	
10.45 – 11.15	STEP 2B Identify participant groups (20 minutes) Group feedback (10 minutes)	<p>Use the STEP 2 CHAT strategy design template and CHAT survey data.</p> <p>In groups, ask participants to quickly identify who is most affected by the emergency and to list them on the template in the space provided. Advise participants that by the end of the session they will have identified:</p> <p>A number of ‘at risk’ groups (their primary participant groups); A number of groups/individuals who are influential and can help them communicate (their secondary participant groups); An important initial step in tailoring their communication activities to the needs of affected populations.</p> <p>Allow groups to use the last 10 minutes of the session to quickly feedback information on their key primary and secondary participant groups.</p>
11.15 – 11.45	STEP 2C Reassess Communication Options (20 minutes) Group feedback (10 minutes)	<p>Use the CHAT survey data and Communication Options (Table 5).</p> <p>Advise participants that communicating with participant groups through trusted and popular communication options is important to creating impact. By the end of the session they will have identified:</p> <p>The key communication options that they will prioritize.</p> <p>Suggest to participants to think about a mix of different kinds of options, face-to-face, mass-media and new digital technologies. Remember that we want communication to create mechanisms for dialogue with and among affected communities.</p> <p>Allow groups to use the last 10 minutes of the session to quickly feedback information on key communication options that they identified.</p>
11.45 – 12.15	STEP 2D Revise your messages (20 minutes) Group feedback (10 minutes)	<p>Use CHAT survey data, the Critical Emergency Messages (Table 7) from the CHAT Toolkit.</p> <p>Advise participants that as a community needs change during emergencies so should humanitarian messages need to evolve. This helps to ensure that CHAT activities remain relevant to affected communities. By the end of the session they will have identified:</p> <p>Messages for groups that are at most risk; Messages for affected groups to respond to the changing emergency situation.</p> <p>Remind participants that not all messages need to change, but that it is important to use the CHAT data gathered to assess if the initial messages selected are still relevant.</p> <p>Allow groups to use the last 10 minutes of the session to quickly feedback information on their new messages.</p>

12.15 – 13.00	STEP 2E Develop new activities (30 minutes) Group feedback (15 minutes)	Provide participants with the CHAT Activity Template (see Annex 1) and encourage them to continue referring to handouts previously distributed. By the end of the session they will have: Identified at least 5 key or new communication activities that can be undertaken. Allow groups to use the last 15 minutes of the session to quickly feedback on the activities that they have developed.
13.00 – 14.00	Lunch	
14.00 – 15.00	STEP 2F Develop a Simple M&E Plan (45 minutes) Group feedback (15 minutes)	Use the STEP 2 CHAT strategy design template. Advise participants that the aim of this session is to quickly define a simple Monitoring and Evaluation (M&E) plan. The aim of the session is to: Revise objectives to take account of changes to activities; Identify simple quantitative (counting) indicators to assess implementation progress; Identify knowledge, attitude and practice (KAP) behaviour variables that can be measured via multiple CHAT surveys. Allow groups to use the last 15 minutes of the session to quickly feedback on the activities that they have developed.
15.00 – 15.15	Group feedback on workshop (10 minutes) Close (5 minutes)	Allow participants 10 minutes to feedback to plenary what was useful and not useful about the workshop and take note of the comments. Conclude the workshop by thanking all participants and wishing them success in their forthcoming CHAT survey work.

STEP 3 WORKSHOP – AFTER THE EMERGENCY DATE/LOCATION

Time	Activity	Facilitator's Notes
9.00 – 9.15	Welcome and introductions	Thank participants for arriving on time and ask participants to introduce themselves by giving their name, organization and role.
9.15 – 9.30	Set out the broad workshop goals	Provide each group with the STEP 3 CHAT strategy design template. Explain that the template is designed to guide them through the development of a humanitarian communication strategy, of which this is STEP3. Advise participants that by the end of the workshop participants will have: Evaluated and learned lessons; Discovered what can be done better next time; Identified how and what to feedback to affected communities; Revised emergency plans.
9.30 – 10.15	STEP 3A Lessons learned (30 minutes) Group feedback (15 minutes)	Use the STEP 3 CHAT strategy design template. Advise participants that after the emergency has passed they will have undertaken a range of activities, collected data by using the CHAT survey multiple times, and now need to take stock of what was done and how successful it was. The point of this is to learn lessons, both successes and failures, so that future activities can be even more effective. By the end of the session participants will have identified: Their successes; Significant failures; Key constraints to success; What they would do differently next time. Allow groups to use the last 15 minutes of the session to quickly feedback on the lessons learned that they have identified.

10.15 – 10.30	Coffee/Tea	
10.30 – 11.15	STEP 3B Community feedback (30 minutes) Group feedback (15 minutes)	<p>Use the STEP 3 CHAT strategy design template. Advise participants that communicating with affected populations after the emergency has passed is important. This helps to increase accountability and trust. By the end of the session they will have identified:</p> <p>What results you will feedback to affected communities; How you will communicate these key results.</p> <p>Allow groups to use the last 15 minutes of the session to quickly feedback on their community feedback ideas.</p>
11.15 – 12.00	STEP 3C Sharing successes with partners (30 minutes) Group feedback (15 minutes)	<p>Use the STEP 3 CHAT strategy design template. Advise participants that it is important to communicate key results to partners, funders and other emergency sector organizations. By the end of this session participants will have identified:</p> <p>What results you will feedback to key partners/stakeholders; How you will communicate these key results.</p> <p>Allow groups to use the last 15 minutes of the session to quickly feedback on the activities that they have developed.</p>
12.00 – 12.15	Group feedback on workshop (10 minutes) Close (5 minutes)	<p>Allow the participants 10 minutes to feedback to plenary what was useful and not useful about the workshop and make note of the comments.</p> <p>Conclude the workshop by thanking all participants.</p>

RESOURCE BANK

Brown University Guide to Effective Facilitation

This online resource provides some useful tips and hints on how to do effective facilitation when working in small groups. The resource also provides <http://brown.edu/about/administration/sheridan-center/teaching-learning/effective-classroom-practices/discussions-seminars/facilitating>

Government of Western Australia Facilitation Toolkit: a practical guide for working more effectively with people and groups

This toolkit provides comprehensive coverage of all issues connected to how to facilitate workshops and how to work effectively with groups. The publication also addresses key adult learning strategies. http://www.dec.wa.gov.au/index2.php?option=com_docman&task=doc_view&gid=1739&Itemid=2123

5

CHAT Survey Tool



This section provides a methodological survey tool that can be used for collecting evidence to inform the development of you CHAT strategy.

Introduction – 5.1

This section provides a methodological survey tool that can be used for collecting evidence to inform the development of you CHAT strategy. Due to the constraints associated with collecting field data during emergency situations, it is useful to work with the concept of ‘good enough’ data. Good enough data can be generated from short surveys and is accurate enough to tell you what you need to know and what to do.

The CHAT Survey Tool

5.2 The CHAT Survey Tool is designed to help you understand the emergency context, affected populations' information needs, their media uses and preferences, as well as collecting information on specific knowledge, attitudes and practices relevant to the emergency situation faced. It provides a set of simple questions that can be used to help you assess the situation you face and make good choices about the focus of your activities. The tool can also help you set a baseline concerning affected communities' knowledge, attitudes and practices (KAP) and subsequent use of the tool can help you identify if KAP variables have been positively affected by your communication activities. Ideally, the CHAT Survey Tool should be used several times during an emergency to help you identify how the emergency is changing and what impact your work is having (see Figure 2 below).

Figure 2: CHAT Survey Cycle

<p>Step 1: The Initial Response</p> <ul style="list-style-type: none"> • Identify the situation faced • Determine communication needs of affected communities • Identify initial emergency messages • Communicate widely with the public • Release information as soon as possible • Make plans to gather evidence
<p>CONDUCT CHAT SURVEY</p>
<p>Step 2: The Intermediate Response</p> <ul style="list-style-type: none"> • Analyze information gathered from affected communities • Identify participant groups • Determine what affected populations need to know, feel, do • Identify key communication channels • Revise your messages • Communicate again • Develop a simple monitoring and evaluation plan
<p>CONDUCT CHAT SURVEY</p>
<p>Step 3: After the Emergency</p> <ul style="list-style-type: none"> • Promote recovery • Evaluate and document lessons learned • Discover what can be done better next time • Feedback your results to affected communities • Revise your emergency plans

5.3 The CHAT Survey Tool will help you to identify:

- 'At risk', vulnerable and marginalized groups;
- Specific participant groups or audiences for your humanitarian communication outputs;

- Create an effective dialogue with affected communities;
- How will you reach them and through which communication options;
- Which options are trusted, working and available;
- The information needed by the community and by specific risk groups.

5.4 The CHAT Survey Tool is divided into four main sections, including:

BACKGROUND QUESTIONS: provides a space for you to record basic information on location, the gender and age of the informant;

QUESTIONS ABOUT COMMUNICATION: enables you to undertake a review of the communication options available, as well as communication preferences;

QUESTIONS ON THE EMERGENCY SITUATION: enables you to assess key information needs, vulnerability and what information affected communities would like to communicate to service providers;

KAP SPECIFIC QUESTIONS: this section requires you to refer to the work that you have done on the CHAT Step 1 and Step 2 strategy design template. Look at what you have identified in terms of key risks and KAP variables that you want to address and begin to list some questions here. You may need to assess what knowledge affected communities have of disease symptoms, how to ensure they have safe water, how to dispose of faeces appropriately, how to look after their children's needs and so on. Some examples of KAP questions relating to cholera are provided by way of example at Table 3, which sets out the CHAT Survey Tool.

Other tools you can use

5.5 The CHAT Survey Tool has been provided to enable practitioners to take and adapt a resource that has a range of questions that are generic to most emergency situations. In time-pressured situations, such as emergencies, having an off-the-shelf tool can help save precious time and help you get lifesaving messages to affected populations quicker. However, there are numerous other methodological tools and approaches that can be used to help you gather evidence, such as focus groups, participatory methods, and

semi-structured and structured interviews. The resource bank at the end of this section provides additional details on where to find useful methodological tools.

Monitoring and evaluation: the basics

5.6 While it takes experience to develop comprehensive M&E strategies, some basic terminology and principles are of relevance to practitioners developing CHAT communication strategies. Here, basic definitions of evaluation, monitoring and indicators are provided. More details can be found on M&E practice and indicators in the resource bank section.

Evaluation refers to the work undertaken to determine how effective your work has been, i.e. the impact that it has had. It is often conducted prior to beginning an activity (formative evaluation), during the middle of a programme of activity (mid-term evaluation), or as an initiative comes to an end (summative). There are two key audiences and uses for evaluation outputs:

- External agencies such as donors may require evaluation so they can assess the impact the initiative is making, to enable them to decide whether further support is warranted;
- Internal audiences such as project staff may require a specific piece of evaluation to see how well they are doing in relation to their specified goals.

Formative evaluation is conducted in participation with disaster-prone or disaster-affected communities and helps us to understand issues such as:

- Risk-taking;
- Conflict mitigation and conflict avoidance practices;
- Health-seeking behaviour;
- Routine hygiene and sanitation practices,
- Agricultural practices;
- Identifying information needs and what people want to know and need to know;
- Communication access, use, preferences, levels of trust and the communication options that will generate the biggest impact;
- Social norms and cultural and religious beliefs

that may affect how people receive and act or not act on messages calling for a change in behaviours;

- Identification of key participant and risk groups.

Mid-term and summative evaluation is conducted in participation with disaster-prone or disaster-affected communities and helps you to understand:

- The overall impact the initiative is having, i.e. whether the changes observed are in line with the goals and objectives that were set, i.e. if raising awareness of appropriate responses to a cyclone, you would expect to see increased knowledge of how to protect infrastructure, livestock, maintaining health and so on;
- Amongst which groups changes occurred and why;
- What didn't work and why.

Monitoring refers to the continual review and supervision of activities and the use of the findings to improve implementation. Monitoring:

- Provides a tool to identify and correct problems early enough to enable you to make adjustments in order to maximize impact;
- Helps you recognize weaknesses and gaps in your work and provides indications of what is and isn't working and what needs to be changed;
- Lets you track the proper and timely use of resources and if your activities are being delivered in time, to the intended group at the appropriate place according to plan.
- Measures and documents what has been accomplished at different stages of the programme;
- Determines if the activities are effective so far, i.e. meeting the communication objectives of improving knowledge, attitudes and recommended actions by intended groups.

Effective monitoring may suggest:

- Selecting more charismatic and trustworthy messengers from the local groups;
- Changing the venue for community dialogues

- to ensure that it would be more convenient and conducive for affected people to participate;
- Changing the location where print materials are displayed or communication activities are undertaken, i.e. a poster may not work in a certain place, but may work well in another;
- Communicate using other options and/or at more appropriate times, i.e. public service announcements over the radio at different times to maximize audience uptake;
- Improving distribution systems, i.e. for social marketing of commodities such as bed nets or ORS;
- Changing the message strategy (i.e. what you are trying to communicate) if messages are not being understood or accepted;
- Shifting workloads or responsibilities, i.e. changes to the human resource strategy.

To be able to undertake monitoring and evaluation you need to:

- Have a range of participatory methods and tools that you can use;
- Access to resources to undertake field research;
- Have a set of clear objectives about what you are trying to achieve based on formative research, communication objectives and approaches;
- Have a set list of behaviours/KAP and social change variables that you can measure or assess in order to determine the impact of your communication strategy;
- Create dialogue with communities. Involve the community in setting indicators and in monitoring progress. This allows us to monitor our work and evaluate our success on the basis of criteria set by the community.

Generic qualitative/quantitative indicators that are useful for assessing impact include:

- Increased public awareness;
- Increased public debate;
- Increased levels of participation amongst affected groups;
- Instances of positive action taken;
- Networks of individuals or groups that link together as a result of activities;

- Increased knowledge;
- Increased awareness;
- Positive changes in attitudes;
- Evidence of positive behaviours.

Generic quantitative indicators that are useful for monitoring progress include:

- Number of community meetings held amongst affected groups;
- Number of trainings held;
- Number of broadcasts produced;
- Number of coordination meetings held among partners;
- Number of communication materials distributed/disseminated;
- Amount of budget spent.

Ethics and safety

5.7 When undertaking evaluation or survey exercises to gather evidence about emergencies and how populations are affected, you need to consider ethics. Basic principles associated with taking an 'ethical' approach to field research include:

- Explain what you are doing. Before conducting research such as interviews, group discussions or surveys, you should tell people briefly why you are doing it, what you are trying to find out and how you will use the material. Participants should always be given the opportunity to ask evaluators questions about the research, its findings and potentials;
- Always respect confidentiality: As a researcher you will need to assure all interviewees that what is said to you is kept confidential, if this is desired. Evaluation data can be sensitive and is always personal. The researcher should not use real names or identities when writing up their material (i.e. in reports). Evaluators should keep interview recordings, transcriptions and field notes in a safe place;
- Treat people sensitively: Research may bring out strong emotions and confidences that need to be handled carefully and sympathetically. It is an evaluator's responsibility that they are not overly intrusive. Remember that disaster-affected communities may be experiencing acute trauma and

your questions may exacerbate these feelings. If possible, refer highly traumatized individuals to appropriate services and support;

- Never put people at risk: Reporting on what people say and do can have consequences for them. An evaluator must think carefully about the im-

plications for respondents. No evaluator is more important than people’s lives or livelihoods;

- Be aware of dangerous situations: ensure that you manage risk appropriately and that you ensure your own safety and do no harm when collecting evidence.

Table 3: CHAT Survey Tool

1. BACKGROUND QUESTIONS	2. QUESTIONS ABOUT COMMUNICATION	3. QUESTIONS ON THE EMERGENCY SITUATION	4. KAP SPECIFIC QUESTIONS (CHOLERA)*
Interviewer’s name:	What language(s) do you speak? List most widely spoken first	What are the most important needs for your community right now? List in order of priority, 1, 2, 3, etc.	What does diarrhoea look like if a person has cholera?
Date of interview:	-	Missing family and friends	Like rice-water Black oil-like stool Very large stools
Where is the location?	-	Food Water	How fast can cholera kill someone once diarrhoea starts? Choose one response
What is the age of the interviewee in years?	Can you read? Choose one response Yes No A little	Shelter (or shelter materials) Health advice and treatment (specify what health issues): Market prices for commodities and livestock	Within 3 hours After 2 days After 1 week
What is the gender of the interviewee?	Can you write? Choose one response Yes No A little	How to access personal documents such as ID cards Security Weather forecasts The situation in your country of origin How to contact aid providers Other (please specify):	What do you think causes cholera? Choose one response Germs Contaminated food or water Other (specify):
	What stops you from getting access to information? Choose all that apply Ability to read Do not own any equipment Access to electricity Cost of charging equipment A family member is responsible for getting information I am not interested in information Nothing stops me I do not have time Other, specify:	Who are most vulnerable in your community right now? List in order of priority Women Men Children Widows Disabled people Ethnic minorities Old people Other (specify):	Can you transmit cholera from one person to another, for example, through touching and closeness (without contamination of food or water)? Choose one response Unlikely Can happen or likely Do not know
	Where do you get your information from in general? Select sources of information used at least once a week. Choose all that apply Family Friends and neighbors Religious institution Radio Television Community leaders SMS Internet Social media, Twitter, Facebook, etc.	Why are they most vulnerable? List all responses - - -	What things can you do to make your water safe to drink or use? Choose one response Use chlorine Boil Other (specify)
		What services are still available? Health clinic Schools Food and water distribution points Community groups functioning Other (please specify):	

1. BACKGROUND QUESTIONS	2. QUESTIONS ABOUT COMMUNICATION	3. QUESTIONS ON THE EMERGENCY SITUATION	4. KAP SPECIFIC QUESTIONS (CHOLERA)*
	<p>Government Notice boards Leaflets and posters NGOs Local community-based organizations Police Community events Newspapers Community theatre or cinemas School Health center or health workers Emergency volunteers or staff Other, specify:</p> <p>Which sources of information do you trust the most? Choose all that apply.</p> <p>Family Friends and neighbors Church Radio Television Community leaders SMS Internet Social media, Twitter, Facebook, etc. Government Notice boards Leaflets and posters NGOs Local community-based organizations Police Community events Newspapers Community theatre or cinemas School Health center or health workers Emergency volunteers or staff Other, specify:</p> <p>Which are the least trusted sources of information? List any mentioned</p> <p>- - - -</p> <p>What sources of information are currently not available or not working? List all</p> <p>- -</p>	<p>What kind of information does the community want to share with government and/or aid organizations?</p> <p>Alert government and/or aid organizations of needs in the community Share your experience Provide feedback (positive or negative) about the quality of aid received Other (please specify):</p>	<p>Not correct or do not know</p> <p>Can you tell me how long one should wait after using chlorine tablets or bleach before drinking the water? Correct answer: 30 minutes. Choose one response</p> <p>Correct Not correct Do not know</p> <p>At what times are you supposed to wash your hands? Choose all that apply</p> <p>Before you eat or prepare food Before feeding your children After using latrine or toilet After cleaning child's bottom After taking care of someone ill with diarrhoea Other (specify):</p> <p>How do you safely dispose of faeces? Choose all that apply</p> <p>Use latrines Bury faeces Defecate 30 meters from body of water Clean latrine with bleach</p> <p>How do you ensure that the food you prepare and eat is safe? Mark all that apply</p> <p>Cook well Eat hot Keep food covered Peel fruits Wash hands before preparation Use safe water to clean food Other (specify):</p> <p>What water source does your water come from? Choose one response</p> <p>Borehole Piped connection to yard or household Public standpipe Protected dug well Protected spring Rainwater Unprotected dug well Unprotected spring Vendor water Bottled water</p>

1. BACKGROUND QUESTIONS	2. QUESTIONS ABOUT COMMUNICATION	3. QUESTIONS ON THE EMERGENCY SITUATION	4. KAP SPECIFIC QUESTIONS (CHOLERA)*
	<p>-</p> <p>-</p> <p>-</p> <p>Do you have access to radio? Choose one response</p> <p>Yes No Do not know</p> <p>If access to radio, what stations do you listen to? List most popular community and national stations</p> <p>-</p> <p>-</p> <p>-</p> <p>-</p> <p>-</p> <p>How often do you listen to the radio? Choose one response</p> <p>Daily Weekly Monthly Less than once a month Never</p> <p>Do you have access to television? Choose one response</p> <p>Yes No Do not know</p> <p>If access to television, what stations do you tune in to? List most popular community and national stations</p> <p>-</p> <p>-</p> <p>-</p> <p>-</p> <p>-</p> <p>How often do you watch television? Choose one response</p> <p>Never Less than once a month Weekly Daily</p>		<p>Tanker Other (specify):</p> <p>What container is used for storing drinking water? Choose one response</p> <p>Bucket Bucket with tap Jerry can Collapsible bucket Gallon jug Ceramic pot Large drum Other (specify):</p> <p>Does this container have a small opening to allow easy and safe access to the water without requiring the insertion of hands or objects into the container? Choose one response</p> <p>Yes No</p> <p>Was this container provided by the Red Cross or Government as part of the cholera response? Choose one response</p> <p>Yes No</p> <p>Did you do anything to make the water safer to drink? Choose one response</p> <p>Yes No</p> <p>How did you make your water safer to drink? Choose one response</p> <p>Chlorine Filtering Boiling Other (specify):</p> <p>Does anyone in your household drink untreated water? Choose one response</p> <p>Always Sometimes Never No response</p>

1. BACKGROUND QUESTIONS	2. QUESTIONS ABOUT COMMUNICATION	3. QUESTIONS ON THE EMERGENCY SITUATION	4. KAP SPECIFIC QUESTIONS (CHOLERA)*
	<p>How do generally listen to radio or watch television? Rank responses in terms of frequency</p> <p>Alone With family With Friends Other (specify):</p> <p>What kind of TV and radio programmes do you prefer? List in order of preference</p> <p>News Current affairs Documentaries Drama/soap opera Films Comedy Chat shows Other (specify):</p>		<p>Who drinks untreated water in your household? Identify any</p> <p>Wife Husband Children Other (specify):</p> <p>Where do they drink untreated water? Choose responses</p> <p>In fields/work At home At school Other (specify):</p> <p>Is there a hand-washing station in the household? Choose one response</p> <p>Yes No</p>
	<p>What time of day are you most likely to use (listen/watch) media? List in order of relevance</p> <p>6.00-8.00 am 8.00-12.00 noon 12.00-6.00 pm 6.00-9.00 pm 9.00-12.00 midnight</p> <p>How do you power your radio/ TV or charge your phone? Choose from list</p> <p>Have main electricity at home Have a generator Have car/truck batteries Solar power Charge phone at public place (specify) Seldom have power</p> <p>Do you have access to a mobile phone? Choose one response</p> <p>Yes No</p> <p>If yes, what phone service provider or providers do you use?</p> <p>- - -</p>		<p>Does the household have soap or ash for hand washing? Choose one response</p> <p>Yes, soap Yes, ash No No response</p> <p>What are the first things that a sick person should do if they have signs and symptoms of cholera? Choose one response</p> <p>Immediately go to health facility Start taking ORS Both health facility and ORS Other Do not know</p> <p>What are the signs and symptoms of cholera? Must mention severe diarrhoea, severe dehydration, or rice-water stools Choose one response</p> <p>Yes, knows case definition No, does not know case definition</p> <p>Finally, can you show me your water supply and get me a cup of water? Observe behaviour and note practices followed</p> <p>-</p>

1. BACKGROUND QUESTIONS	2. QUESTIONS ABOUT COMMUNICATION	3. QUESTIONS ON THE EMERGENCY SITUATION	4. KAP SPECIFIC QUESTIONS (CHOLERA)*
	<p>How often do you use your mobile phone? Choose one response</p> <p>Never Less than once a month Weekly Daily</p> <p>What do you do most with your phone? List in order of priority</p> <p>Voice calls SMS Use applications Access Internet Social media</p> <p>Do you have access to the Internet (either via phone or computer)? Choose one response</p> <p>Yes No Specify whether phone or computer:</p> <p>If yes, what do you access on the Internet?</p> <p>- - -</p> <p>How often do you use the Internet? Choose one response</p> <p>Never Less than once a month Weekly Daily</p>		

*Questions relating to cholera are for example only. Use your own questions developed initially and through the CHAT Survey Tool to tailor questions to the specific set of issues faced.

RESOURCE BANK

UNICEF The UNICEF Cholera Toolkit provides practical resources to implement an integrated approach to cholera prevention, preparedness and response. It addresses water, hygiene and sanitation, health and communication for development (C4D), as well as specific content linked to education, nutrition, child protection and other relevant sectors. http://www.unicef.org/cholera/index_71222.html

UK Department for International Development Monitoring and Evaluating Information and Communication for Development Programmes (2008)

This resource does not have a specific focus on emergencies, but offers a very concise guide to monitoring and evaluation (M&E) in the context of C4D programmes. The guide sets out a simple choice between BCC and social change approaches, before highlighting some of the practical difficulties in undertaking C4D-focused M&E. It also provides useful links to other resources of relevance. <http://www.oecd.org/dev/devcom/46388330.pdf>

UNESCO Ethnographic Action Research Toolkit

This online resource provides detailed explanations of a wide range of research and evaluation methods, how to undertake basic research exercises, as well as how to process data and building analyses. The toolkit is designed to be highly participatory and build dialogue with communities. <http://ear.findingavoice.org/index.html>

Equal Access Participatory Monitoring and Evaluation Toolkit (2011)

This toolkit is another example of participatory monitoring and evaluation approach designed to provide initial, ongoing and summative evidence for C4D initiatives. The toolkit was developed to capture aspects of social change. http://betterevaluation.org/toolkits/equal_access_participatory_monitoring

WHO A Guide to Developing Knowledge, Attitude and Practice Surveys (2008)

This resource focuses on tuberculosis, but provides a comprehensive and clear summary of how to develop knowledge, attitude and practice (KAP) surveys that is of relevance to this toolkit. http://whqlibdoc.who.int/publications/2008/9789241596176_eng.pdf

ACAPS/CDAC Network Assessing Information and Communication Needs (2014)

This useful and accessible guide is a resource that has been designed in order to assess information and communication needs in humanitarian situations. A pocket guide that can be used in the field research accompanies it. <http://reliefweb.int/sites/reliefweb.int/files/resources/CDAC%20N%20Communications%20Needs%20Assessment%20Guidance.pdf>

6

Communication Options



This section examines various communication options that can be utilized during emergencies. These include various forms of interpersonal and peer communication, as well as print, mass and digital social media.

Introduction – 6.1

This section examines various communication options that can be utilized during emergencies. These include various forms of interpersonal and peer communication, as well as print, mass and digital social media. It details the huge variety of communication options available, as well as their strengths and weaknesses. There is enormous diversity in potential communication options that could be used to identify ‘at-risk’ groups during emergencies. It is important to bear in mind a few

key questions when thinking about the different options that could be used, including:

- ARE THEY STILL FUNCTIONING?
- HOW MANY ARE AVAILABLE?
- ARE THEY USED WIDELY?
- ARE THEY TRUSTED?

The CHAT Survey Tool will help you to identify the availability and suitability of key communication options. **REMEMBER, EMERGENCY COMMUNICATION IS MOST EFFECTIVE WHEN HIGH QUALITY MESSAGES ARE COMMUNICATED THROUGH MULTIPLE CHANNELS OR OPTIONS.**

Communication options

6.2 Potential communication options of relevance to emergency responses may include:

- Interpersonal: face-to-face, meetings, counselling, peer communication and so on;
- Participatory: street theatre, participatory video, dance and so on;
- Print material: newspapers, posters, leaflets, flyers, newsletters and so on;
- Radio: community, national and international, across all genres from drama to news;
- Television: community, national and international, across all genres from drama to news;
- Film and video: focusing on detailed analysis;
- Digital/Internet-based: crisis mapping, citizen media, blogs, social media and networking, data collecting;
- Mobile phone-based: SMS warnings and information relays, SMS-based data gathering mechanisms.

6.3 There are many different ways that your key risk reduction and protection messages can be delivered and in many different settings:

- Conversations or meetings with community or spiritual leaders;
- Community discussion groups;
- Street theatre performances;
- Radio announcements and discussions;
- Media releases;

- Local newspaper articles;
- Megaphone / community loudspeaker announcements;
- Announcements at places of worship;
- Announcements at food/water distribution centres, health centres and displacement camps;
- Television announcements and discussion;
- Print materials, posters, comics and leaflets;
- Integration of emergency response information into educational curricula;
- Peer-to-peer communication, i.e. child to child;
- Interpersonal communication, i.e. spiritual leaders to congregations;
- Community emergency response trainings;
- Training sessions for key government and non-government humanitarian actors;
- SMS messages.

New humanitarian information and communication technologies

6.4 Increasing access to mobile telecommunications and Internet connectivity is leading to the availability of large volumes of user-generated information about emergencies. This information is increasingly being used as a resource by humanitarian agencies. Techniques such as crowdsourcing (where large volumes of information is sought through SMS or social media), crisis mapping (where that information is visually mapped in real time to track the emerging crisis), the use of knowledge co-creation tools such as wikis and the mining of resources such as Twitter and Facebook (for behavioural patterns and early warnings) are being explored by a number of humanitarian agencies to increase situational awareness and enhance collaboration. These new ICTs are important because:

- User-generated social media content can provide firsthand accounts of events that are occurring in real time. This information can increase the situational awareness of agency staff;
- When effectively collated and mapped, socially mediated crisis information can help humanitarian organizations to more effectively determine needed assistance and resources (human, financial and material) in a more timely manner;
- New software tools are being developed to help agencies to 'mine' social media to provide early

warning of events as they unfold.

6.5 Still, humanitarian organizations face significant challenges and the very real risk of information overload, which has damaging consequences, including:

- The existing cluster system being overwhelmed with large in-flows of data that they are ill-equipped to deal with;
- Few mechanisms exist to make shared data of direct use to emergency responders, i.e. a mechanism for effectively separating out useful information from harmful or irrelevant information;
- New ICTs and forms of data mapping should not diminish the role of preparedness and context mapping, i.e. of the communication envi-

ronment, prior to events occurring;

- The experience from recent crowdsourcing and crisis mapping efforts highlights a need for increased levels of coordination between all humanitarian actors and agencies, and a rethink of how humanitarian clusters interact with volunteer groups and affected communities.

6.6 Detailed assessment of the strengths and weaknesses of some of the dominant media formats and emergency communication options are provided below in Tables 4 and 5.

Table 4: Popular Media Formats

Announcements, spots and slogans	Public service announcements (PSAs), spots and slogans are short simple messages of between 30 seconds and 2 minutes that can feature a short dialogue, announcement or interview. Spots commonly air on national and community radio and television and are designed to address specific issues. In the context of emergencies they can convey important advice, warning, emergency warning and behaviour change messages. The speaker of the spot or announcement should be credible and trustworthy if the audience is to take notice of the communication.
Mini-dialogues and mini-dramas	Mini-dialogues and short dramas are used to convey one or two key emergency messages in the same communication. They are short in duration (i.e. between 2-5 minutes) and are useful in terms of communicating aspects of disaster preparedness, i.e. especially the actions and behaviours that you wish communities to follow during and after an emergency event. They can comprise a single dialogue or have several characters. They can be useful in terms of building a story over a series of dialogues or dramas, and characters can become highly familiar to audiences. Often humour is used to catch audience attention.
Storytelling and testimony	Stories and testimony from affected community members and humanitarian workers are used to contextualize the social and individual impacts of emergencies. Testimony, often a monologue from a person affected by an emergency, will be short in duration, but can have a high impact with the audience. For example, a parent talking about the loss of a child as a result of diarrhoea following a cyclone could advocate for ORS use and more effective health-seeking behaviour.
Magazine, talk show, phone-in formats	Magazines, talk shows and phone-ins are mainstays of radio broadcasting, health broadcasting included. Magazine formats provide an often-eclectic mix of features, interviews, competitions, music and drama and are designed to be fast paced and topical. Talk shows allow commentators and leaders to discuss the impact of emergency events openly. Phone-ins provide an opportunity for the public to talk to officials and hold them accountable in terms of government responses.
News, documentary and journalism	News, from short items regarding health to documentary and investigative radio journalism regarding emergency response and service delivery, represent a mainstay of mass-media at all levels. Regular exposure to news is important in terms of raising awareness and shifting opinion because it can help hold an important issue like disaster preparedness and response in the public eye.

RADIO	TELEVISION	PRESS
<p>Strengths:</p> <p>Radio can reach both literate and illiterate audiences with messages in their own language.</p> <p>Radios are relatively inexpensive and available to many people.</p> <p>A radio can use batteries, so it is useful in areas without electricity.</p> <p>Broadcasts can be repeated many times during the day.</p> <p>Radio programme production is relatively inexpensive.</p> <p>Can support phone-in and community engagement.</p> <p>Can support other forms of listeners' participation, mobilization and outreach through community-based listening groups.</p> <p>Weaknesses:</p> <p>Radio is not useful for teaching people how to perform an activity that requires a demonstration, such as opening a condom packet, putting on a condom, or disposing of a condom correctly.</p> <p>If listeners do not hear or understand the message correctly, they do not have an opportunity to ask for an explanation. However, in your radio message you can give listeners a place to go to for additional information.</p> <p>Some people do not have access to a radio. Providing a radio to certain audience groups can increase vulnerabilities.</p> <p>It can be difficult to measure message reach and effectiveness.</p>	<p>Strengths:</p> <p>You do not need a formal education to understand what you see and hear on television.</p> <p>Television allows you to show people how to do something. For example, you can show how to buy condoms, ask for treatment at an STD clinic, or ask a partner to use a condom. People can see and hear role models acting out positive behaviour on television.</p> <p>Supports engagement through phone-ins.</p> <p>Weaknesses:</p> <p>Television may not be available in all areas of the country.</p> <p>Televisions are too expensive for many people.</p> <p>Producing a TV programme can be more expensive than radio or print media.</p> <p>If the listener does not hear or understand the message correctly, he or she does not have an opportunity to ask for an explanation.</p> <p>It can be difficult to measure the reach and effectiveness of messaging.</p>	<p>Strengths:</p> <p>Readers can read a story many times to confirm their understanding.</p> <p>A single newspaper or magazine is often passed on to several friends or family members so many readers can take advantage of one.</p> <p>Some people believe that printed stories (in newspapers) are more reliable than stories on the radio or television.</p> <p>Since you can keep a newspaper or magazine forever, people can hold onto important information for future reference.</p> <p>Weaknesses:</p> <p>Newspapers are only useful for people who can read and who can afford to buy them.</p> <p>If the government controls print media, some people may not take them seriously.</p> <p>It is difficult to correct mistakes in newspapers.</p> <p>Limited opportunity to support dialogue.</p> <p>Difficult to measure the effectiveness of newspaper-based messages.</p>

PRINT	INTERNET	SOCIAL MEDIA
<p>Strengths:</p> <ul style="list-style-type: none"> Cheap and easy to produce. People have familiarity with medium. Can be used repeatedly and retained. Can be used to reinforce face-to-face communication. Posters useful for communicating single messages. Posters can be placed in sites where lots of people gather, i.e. schools, health centres. Leaflets useful for communicating more complex issues. Leaflets can be widely distributed, i.e. to every household. Can be used as part of digital media campaign. Useful at raising awareness of the need for preparedness prior to an emergency. <p>Weaknesses:</p> <ul style="list-style-type: none"> Printing may take time. Access to printing capacity may be problematic during an emergency. Requires people to be literate. Content cannot be easily adapted. Can easily be destroyed or damaged, i.e. during severe weather events. Often convey too many messages. Often placed in inappropriate locations. Limited opportunity to support dialogue. 	<p>Strengths:</p> <ul style="list-style-type: none"> Used extensively in contexts with widespread access to mobile networks or cable networks. Can be accessed on Internet-capable mobile phones. Often first point of call for finding information about emergencies. Appeals to young people with high e-literacy rates. Is capable of communicating with the public in real time. Can be used to engage the public in dialogue. Can be used to listen (seek information) as well as provide information. Can be updated, corrected and archived easily. <p>Weaknesses:</p> <ul style="list-style-type: none"> Requires literacy and e-literacy. Requires connection to an Internet service provider and associated high costs. May not provide users with most appropriate information, i.e. not from trusted sources. Can be expensive to develop and maintain. If seeking information from the public, can lead to information overload. Requires moderation. Sometimes subject to abuse. Sometimes subject to manipulation (hacking). 	<p>Strengths:</p> <ul style="list-style-type: none"> Appeals to youth and young adults. Provide real-time communication, often in short message or update formats, i.e. via Facebook or Twitter, etc. Allows users to engage in dialogue and communicate needs and opinions. Allows a community of users to emerge who are experiencing the same problem/issue. Enables vulnerable people to communicate to a community of users. Quick and easy to set up and use. Useful medium for communicating official warning or emergency messages. Can be used on mobile phone networks. Can be used as part of volunteer crisis mapping. Auto-mining of social media for data is emerging. Helps increase situational awareness of crises. <p>Weaknesses:</p> <ul style="list-style-type: none"> Requires infrastructure, electricity and access to computer or mobile phone. Requires literacy. Requires e-literacy. Can be used negatively to promote abuse or hate. Requires considerable moderation. Can be time-consuming to assess information generated. Difficult to assess impact.

SMS	PARTICIPATORY MEDIA	COMMUNITY MOBILIZATION
<p>Strengths:</p> <ul style="list-style-type: none"> Useful in contexts where there is a high mobile phone ownership rate. Can work in contexts with a relatively weak network signal or when a network is congested. SMS have a predictable cost for the user. Can disrupt routine activity, i.e. an SMS message tends to be read. Information can be used again. Appeals to youth and young adults. Is timely, i.e. can be sent either as an advice, warning, emergency warning or behaviour change message. Can be used for specific information addressed to specific risk groups. Can generate dialogue (with text back services). <p>Weaknesses:</p> <ul style="list-style-type: none"> Requires a functioning mobile phone network. Requires access/ownership of a mobile phone. Can be shut down and/or susceptible to government control. Requires literacy and technical knowledge to use effectively. May not be useful for the visually impaired. Requires a reliable power source to maintain charge. Have cost implications for users who use SMS to communicate. Have cost implications for emergency services, as well as for the user. Evaluation of the impact of SMS at community-level is challenging. 	<p>Strengths:</p> <ul style="list-style-type: none"> Includes a wide range of communication methods, from song, dance, theatre, video and role-playing, and is designed to facilitate active involvement. Useful method for identifying communally held problems and constraints, i.e. poor responses to emergencies. Allows participants to work through a problem in an enjoyable way and identify a solution. Enables communities to identify sensitive problems or problems that cause conflict and allows for conflict resolution. Can be quick to undertake. <p>Weaknesses:</p> <ul style="list-style-type: none"> Requires significant amount of facilitation and expertise. Is better suited to disaster preparedness work than use during an emergency. Using participatory tools such as song or dance may be culturally inappropriate during an emergency. 	<p>Strengths:</p> <ul style="list-style-type: none"> Increases participatory decision-making. Allows a wide range of stakeholders, including vulnerable and marginalized groups, to be involved. Creates stronger relationships between communities and emergency response organizations. Helps to ensure that emergency preparations and responses are 'owned' by the community. Helps to promote communities that are active in risk reduction. Community dependence on external agencies and assistance can be reduced. Communities are better able to identify problems and communicate their needs to emergency responders. Creates dialogue around related issues, such as increases in violence and conflict following emergencies. <p>Weaknesses:</p> <ul style="list-style-type: none"> Requires significant human resources to facilitate community dialogue and mobilization. Reliant on work undertaken prior to emergencies occurring if mobilization is to be effective in response to emergencies. Community agreements may not hold under pressure of the emergency. May exclude vulnerable or marginalised groups if not well facilitated. Can support current negative power dynamics/gatekeepers. If incentivized, can also provide resources/inputs of significant value and create local social tensions.

PEER COMMUNICATION	MOBILE PHONE (VOICE)
<p>Strengths:</p> <p>Very effective form of communication that uses peers to influence fellow peers, i.e. child-to-child, youth-to-youth, etc. Is effective and has a high impact. High degree of trust in what is being communicated. Can be used to increase scale of preparation or response to emergencies, i.e. through snowballing of messages and peer communicating with fellow peers. Useful in terms of preparing for emergencies and promoting desired emergency responses.</p> <p>Weaknesses:</p> <p>Resource-intensive in terms of training of peer educators. Little control over the quality of information provided in the exchange. Can be prone to error and misinformation. Security and safety issues of peer-to-peer communication need to be considered.</p>	<p>Strengths:</p> <p>Useful in contexts where there is a high mobile phone ownership rate. Can be cheaper to access than some other communication options, can be free to communities through robocalls or free phone helplines. Can be used in areas where literacy is low and local dialects use character sets not present on local cell phones. Is timely, and can be used to provide advice, warning, emergency warning and behaviour change messages. Can be used for specific information addressed to specific users, i.e. women, in specific locations.</p> <p>Weaknesses:</p> <p>Requires working mobile phone network. Requires access or ownership of a mobile phone. Requires good user research before use by humanitarian agencies. Can be more expensive than SMS. Requires a reliable power source to maintain charge.</p>

RESOURCE BANK:

Australian Red Cross Communicating in Recovery (2010)

This useful resource examines the strengths, limitations, what each form of communication is ‘best for’ and offers a number of ‘tips’ for each different forms of communication. They include community meetings, face-to-face communication, word of mouth, print materials (including pamphlets, posters, etc.), email newsletters, notice boards, newspapers, radio, SMS, websites, blogs, video and social media. http://www.redcross.org.au/files/Communicating_in_recovery_resource.pdf

Mercy Corps Community Mobilization Guide

This resource addresses community mobilization in situations characterized by chronic poverty, political emergencies and conflict. It begins from the perspective of building strong community participation and ownership over processes of development. It then provides detailed coverage of the steps required to conduct effective community mobilization. <http://www.mercycorps.org/sites/default/files/CoMobProgrammGd.pdf>

CDAC Network Social Media in Emergencies (2013)

This accessible resource examines the emerging use of social media in emergencies and some of the key challenges that are associated with it. https://internews.org/sites/default/files/resources/101_report_on_social_media_in_emergencies_2013-12.pdf

Australian Civil-Military Centre/ACCRU Social Networking, Social Media and Complex Emergencies Issues Paper (2014)

This paper addresses some of the key use of new information and communication technologies (ICTs) in emergencies, including crowdsourcing, crisis mapping, and the use of wikis and data mining of social media. Annex A and Annex B provide details on current crisis mapping organizations and software tools, respectively. http://www.adelaide.edu.au/accru/projects/crisiscommunication/12931_SocialNetworkingBibliography-FORWEB-FA.pdf

7

Participant Groups and Messages



Introduction – 7.1

This section focuses on how to identify key participant groups and how to use messages that promote inclusive and protective action and risk reduction. It examines why we differentiate participant/risk groups, as well as how to consider diversity in messaging. Guidance is provided on the qualities associated with emergency messaging, while a range of tools are provided that can help practitioners design and pretest culture-sensitive and context-appropriate as well as risk-specific messages. A bank of

generic emergency messages is also provided that covers general protection issues including the psycho-social impacts of emergencies, vulnerability, violence and abuse, child protection, and gender.

Participant groups

7.2 Within the field of communication for humanitarian action there are numerous groups, participants or audiences with whom dialogue must be established and information provided and exchanged. Participant groups may be broad in the initial stages of an emergency, i.e. the general public, when risk reduction and protection are a primary concern. As an emergency evolves, specific audiences will require specific messages. The number and importance of different participant groups is revealed through ongoing situational assessment of risks and information needs using the CHAT Survey Tool. Within any given context participant groups for humanitarian, as well as strategic (advocacy) communication, may include the following:

- 'At-risk' or vulnerable groups, for example, children, ethnic groups, the disabled and occupational groups;
- The general public;
- Parents or guardians;
- Staff of humanitarian agencies;
- Police and military personnel;
- Government and non-government organization employees, for example, service providers or policymakers;
- Mass-media managers;
- Journalists;
- Politicians for advocacy;
- Community and spiritual leaders;
- Volunteers.

7.3 Participant groups fall into two distinct categories: primary and secondary. Primary participant groups are those whose behaviour you seek to change or influence in the hope that they would act to reduce risk and protect themselves and others. The secondary group is usually influential and may be responsible for delivering a service, are trusted by the general public or for creating policy, i.e. service providers, community and religious leaders, and politicians. The secondary group is the audience for advocacy that includes promoting awareness of their roles and responsibilities to the general public.

Considering diversity in participant groups

7.4 Identifying the diversity of participant groups is important because some groups within society, by reason of gender, ethnicity or caste, geographic location, socio-economic status and disability, may already be vulnerable, poor, discriminated against, are unequal or socially excluded. When an emergency strikes they are often the least well placed to manage risk. For example, when looking at the different experiences of children, women, men and people with disabilities, we can see specific disadvantages and risks.

Children

- Children may have little experience dealing with emergencies, may cope less well than adults and may experience more acute trauma;
- Children are heavily influenced by parents or guardians and their coping is often a reflection of how well their parents or guardians cope;
- Children have different verbal, reading and literacy levels. Communication addressed to them should be appropriate to their age and maturity level;
- Children may have difficulty in identifying the things that they need during or following an emergency;
- Children are often reliant on parents and guardians for information;
- Resources may be unevenly distributed in some households, i.e. between boys and girls, and this needs to be accounted for during emergencies and recovery periods.

Women

- Women tend to experience higher levels of disadvantage ordinarily and an emergency may increase disadvantage resulting in reduced financial independence and increased levels of violence directed at women;
- Women are also more likely to be primary caregivers or single parents and already face significant burdens of work that are compounded by emergencies;
- Women are less likely to have experience voicing their opinions and expressing their needs

due to community power dynamics that tend to favour men.

Men

- Men may be expected to act as leaders in their families and communities, and this can have a psychological impact during an emergency;
- Men may act as local volunteers during an emergency and they may be at greater risk of injury or trauma;
- Men may have less familiarity with government services. Because humanitarian assistance often prioritizes vulnerable women and children first, men may feel that they have been ignored.

Disability

- Disabled people with a lack of mobility are especially vulnerable during emergencies and may experience high levels of anxiety as a consequence;
- Disability support services may be disrupted during an emergency;
- Disabled people from lower socio-economic background may be less able to promote their own recovery following an emergency. However, it is important to remember that disabled people can also be resilient; they have opinions and are not a homogenous group.

Promoting essential messages in emergencies

7.5 When thinking about communicating during an emergency, you should always strive to create TRUST with those affected. Trust is built when your messages are:

- FIRST
- RIGHT
- CREDIBLE
- PROMOTE ACTION

7.6 Messages communicated during acute emergencies focus on a number of specific areas and issues of direct relevance to reducing risk and promoting protection, safety and humanitarian assistance. These may include:

- Information giving;
- Raising awareness;
- Prevention;
- Taking protective measures;
- Risk reduction;
- Evacuation;
- Harm reduction;
- Conflict proximity;
- The psychological impacts of disaster or conflict;
- Service availability;
- Child protection;
- Early warning of disasters;
- Post-disaster recovery;
- Observing human rights;
- Taking steps to avoid violence;
- Ensuring the safety of others;
- Taking steps to prevent disease outbreaks;
- Environmental hazards;
- Maintaining hygiene and good sanitation practices.

7.7 As an emergency moves towards resolution and communities begin to recover, the messaging strategy you use is likely to shift focus toward longer-term development challenges. Long-term communication initiatives tend to focus their messages on the following:

- Preparing for the next emergency;
- Raising awareness of risk reduction actions;
- Changing behaviour and attitudes;
- Creating inter-group dialogue (in the case of conflict or exclusion);
- Promoting services;
- Promoting the rule of law.

Advice, warning, emergency and humanitarian action messages

7.8 Different messages are required for different situations. Typically, in emergency situations you want 'at-risk' populations to be aware of threats, be prepared to take action and, finally, to take action. Sometimes emergency situations are not as severe as initially thought and may not create significant damage or threats. Sometimes they are far worse. During an emergency, messages should be designed to help 'at-risk' populations identify when a threat situation is escalating and also when it is de-escalating. Since emergencies tend to evolve over time, a wide range of implications

can result. Barriers to performing routine practices such as breastfeeding, immunizations, using safe water or menstrual hygiene might arise leading to a range of health crises. Similarly, emergencies can lead to increased levels of violence,

abuse and other forms of rights violations that could lead to increased psychological stress. Because of this, it is also important to address the consequences of emergencies on affected communities, in addition to promoting warnings.

Table 6: Situation-Driven Messages

DESIRED MEANING	NAME OF WARNING	EXAMPLE MESSAGE
Be aware/keep an eye out: For early use; or To downgrade an existing threat.	ADVICE	Storm ADVICE Emergency Services say that the bad weather has settled down [or passed by]. Further bad storms are unlikely, but because of storm damage you need to stay inside until sunup [or until you hear the all clear advice]. Ring 1234 5678 for more information.
Prepare: For further warnings; To act.	WARNING	STORM WARNING Emergency Services are sending a bad weather warning to everybody in [insert place name]. A cyclone is likely to hit in the next 24 hours. Get ready to go to a shelter. Listen for further warnings. Ring 1234 5678 for more information.
Take action: Evacuate; Protect.	EMERGENCY WARNING	EMERGENCY STORM WARNING Emergency Services are sending a bad weather warning to everybody in [insert place name]. A cyclone will bring dangerous weather that could damage your home and community, making travel dangerous anytime before sundown. Go to a shelter now and do not go outside again unless you have to. Ring 1234 5678 for more information.
Maintain or adopt a practice, behaviour or action: Protect; Reduce risk.	HUMANITARIAN ACTION	Know where your children and family members are at all times. Do not leave children to look after younger children for long periods. Stay especially close to your younger children and do not let them go swimming and playing in areas where flash floods can occur. Protect children by keeping them indoors during extreme weather and away from floodwaters and damaged buildings. Protective shoes and clothes should be worn during disaster and clean-up activities. Seek additional information from the radio or from others so you can keep yourself and your family safe.



Message construction

7.9 Include the following information in emergency warnings:

- The name or title of warning, i.e. cyclone warning;
- Who is issuing the warning, i.e. Chief of Police, Community Leader, Government Minister;
- The type of threat (and preferably a description), i.e. flooding, risk of electric shocks;
- How likely it is that it will happen, i.e. highest risks should be communicated first;
- How bad it is expected to be, i.e. level of severity;
- Where the threat is greatest, i.e. low-lying areas susceptible to flooding;
- Who will be most affected, i.e. specific risk groups, occupational groups;

- When it is expected to happen;
- What to do, i.e. what actions can be taken to reduce the risk and increase protection;
- Contact details for more information or for affected populations to report events.

Emergency message principles

7.10 Adhering to a number of simple principles can help practitioners to develop higher-quality messages that are of maximum benefit to disaster-affected populations. These include:

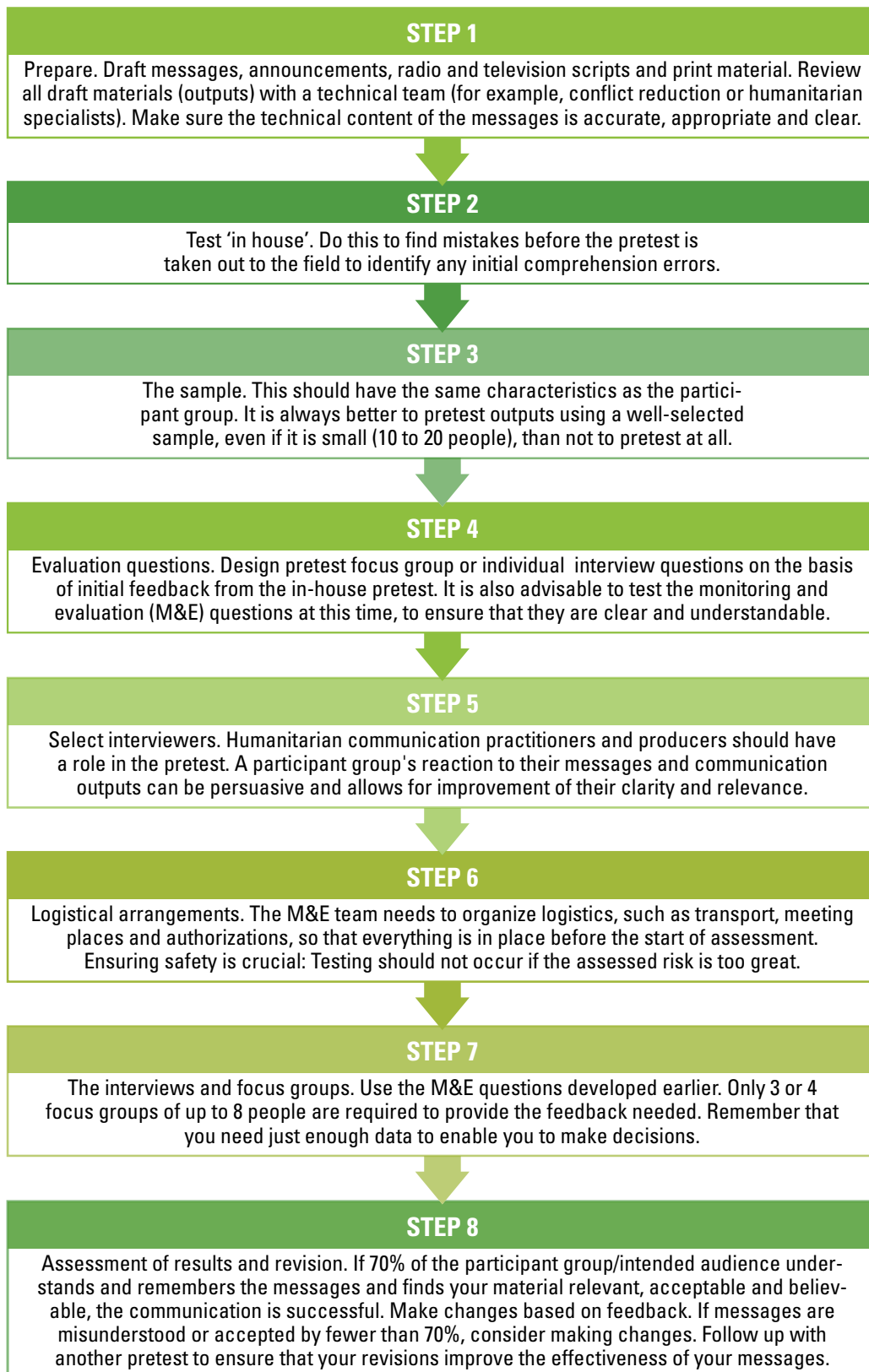
FIGURE 3: Tips for Developing Messages
Rapid Assessment Cycle for Pretesting and Localizing Generic Messages



7.11 In emergency situations a rapid information response is essential. Where preparation has been undertaken, responders will already have assessed the relevance and clarity of the messages that they intend to use. However, in many emergency situations preparation work has not been undertaken or the nature of the emergency takes humanitarian communicators by surprise and requires different message sets from those that had been earlier prepared. In such situations generic messages are often used, or become the basis for local adaptation. Adapting generic messages to local conditions can be achieved by following some simple steps that are commonly associated with pretesting, in which messages are assessed based on the degree to which

a sample of intended audiences or participant groups find them understandable, culturally appropriate, relevant to their context, acceptable and memorable.

7.12 Pretesting will ultimately help you to establish if your messages and wider outputs are effective at: (i) raising awareness; (ii) warning people of impending threats; (iii) promoting action, such as evacuation. The steps outlined in Figure 4 will help you to identify if your messages are relevant. The process also enables generic messages to be localized. The following pretesting steps are also useful in assessing if your CHAT Survey questions are clear and relevant.

FIGURE 4: Pretesting Steps

7.13 Pretesting messages can help to quickly identify if they are relevant, clear and understandable to intended audiences. Humanitarian messages are generally simple and advocate action. As the information environment becomes saturated in the weeks and months after the onset of an emergency, communication activities may shift more to-

wards recovery, reconstruction and routine development. In the many different situations that communicators face prior to, during and after an emergency, all outputs should be tested for their RELEVANCE, COMPREHENSION, APPEAL, ACCEPTANCE and INVOLVEMENT (see Figure 5 below).

Figure 5: Values Assessed in Pretesting

RELEVANCE	COMPREHENSION	APPEAL	ACCEPTANCE	INVOLVEMENT	ENCOURAGEMENT
It is essential that communication materials and messages are relevant to the audience groups. If irrelevant messages are given to inappropriate groups, expect little or no impact. Understanding if a material is relevant and, if not, why not is important. If the necessary formative research is done, the relevance of outputs can be assessed at the design stage. Asking about the relevance of communication outputs remains a priority and helps to ensure that initiatives have a better chance of creating an impact.	Understanding materials and messages is essential to acceptance and to behaviour change among intended groups. Comprehension measures the clarity of the messages being communicated. Complicated or technical vocabulary can result in failure to understand the message. Images can also be confusing and can be misinterpreted.	Messages and materials should appeal to audiences. If outputs do not have appeal, intended groups might not pay much attention to them. Appeal can be achieved through the use of sounds (music, tone, sound effects) in the case of radio; visuals (font, colour and illustrations) in the case of graphics; and movement, action, illumination and animation in the case of video.	The outputs and messages as well as the source of communication must be acceptable to the intended audience groups. If outputs contain something that is culturally inappropriate or offensive, or messages and communicators are not believable, or if they cause arguments, the group will tend to reject the message.	The audience group should be able to identify with the communication outputs. They should recognize that the message is directed to them. Participant/ audience groups will not pay attention to messages they think do not involve them. Representations, illustrations, symbols and language should ideally reflect the culture and characteristics of the participant group.	Communication outputs should explain what the intervention intends the audience to do. Most emergency communication promotes messages that ask and engage a group to do something. Successful communication outputs convey a message that results in the intended behavior or action by a participant group that feels encouraged and motivated.

Table 7: Generic Emergency Messages*

GENERAL PROTECTION	PSYCHOSOCIAL IMPACTS	VULNERABILITY	VIOLENCE AND ABUSE
<p>TO DISASTER-PRONE/AFFECTED COMMUNITIES:</p> <ul style="list-style-type: none"> • Situations of anxiety, suffering, hardship and stress often create tension even within the family – do not take it out on your loved ones or others. • When you evacuate your home or village, make sure you do not leave anyone behind. Some people may need help to evacuate – do not forget them. • In times of heavy rain and floods, keep your children safe from harm and injury – do not let them play near flooded rivers or in muddy water. • In a disaster situation, people may try to take advantage of those who are vulnerable, including children and young people. Do not let this happen to members of your family. • Protect yourself, your family and others from further injury or harm; we are all facing this disaster together and together we will help each other to recover from it. • Know where your family members are at all times – always tell someone where you will be going and when you will be back. • If you and your family are moving from your home to an evacuation centre or another safe place, try to hold hands and stay together so that no one gets lost along the way. • Act together as a community to keep vulnerable people safe, including children, elderly, people with disabilities and others who may need special assistance or help. 	<p>TO DISASTER-PRONE/AFFECTED COMMUNITIES:</p> <ul style="list-style-type: none"> • It is OK if you feel sad, worried or scared after an emergency; your feelings are a normal response to a difficult situation. • Seek out activities that make you feel safe and secure – talk with family and friends; exercise; return to normal work or school activities if possible. • Helping your family to return to normal activities and daily routines will also help you to feel better. • It is normal for people of all ages to be emotionally distressed by the emergency; you can help by making each other feel safe and secure, for example giving family time for talking, eating together, acknowledging the distress or by returning to everyday routines. • Violence in any form is NOT useful to help people to recover. • Taking care of yourself will enable you to care for others in need: <p>+ Don't be ashamed to ask for help. It is important that you take care of yourself, so you can help others.</p> <p>+ Focus on the things you do well and be patient with yourself. Even during these difficult times, try to re-establish your daily routines such as sleeping and eating regularly.</p> <p>+ If you feel you cannot cope or are not getting better, go to a health clinic.</p>	<p>TO VULNERABLE INDIVIDUALS/GROUPS:</p> <ul style="list-style-type: none"> • You can ask for help if you need it. • If you need medical help, food or information, ask your family or guardians to help you access it. • Tell your caregivers/guardians if the flood damage means you cannot get to the places you need to get to. • If you do not understand information, ask someone to explain it another way. <p>TO WIDER COMMUNITY:</p> <ul style="list-style-type: none"> • Caregivers of people with injuries/disabilities in your community will need your support. • This emergency will be especially hard for guardians and caregivers. Check on them and offer your support, perhaps by helping them for a few hours every day. 	<p>TO DISASTER-AFFECTED COMMUNITIES:</p> <ul style="list-style-type: none"> • Beware of strangers and people offering to take care of you or your children or to give you a job, money, shelter, food in exchange for something from you – you or your children may be at risk of being hurt, exploited or trafficked. • Violence in any form is NOT useful to help people to recover. • Know where your children are and who they are with. • You have the right to complain and to report any exploitation or abuse by humanitarian workers or those providing assistance. • Tell your children and family that no one has the right to touch them or demand any sexual actions / favours in exchange for supplies. • Stay safe from violence and abuse: <p>+ If you are going far from your family's shelter (e.g. to collect firewood, attend school, etc.), try to always go with someone you feel safe with.</p> <p>+ At night-time, ask an adult you trust to accompany you to the latrines.</p> <ul style="list-style-type: none"> • If anyone (a stranger or a member of your family) hurts you, scares you, makes you feel bad or touches you in way you don't like, tell someone you trust. • If you know of someone who is being hurt, made to feel bad or touched in ways they don't like, ask them for any help you need (you are entitled to protection, care and support).

CHILD PROTECTION	ENVIRO-HAZARDS	HYGIENE PROMOTION
<p>TO PARENTS/CAREGIVERS:</p> <ul style="list-style-type: none"> • Children need extra care at this difficult time. You can help them by making them feel safe and loved, giving them extra care and attention, encouraging them to talk with you, returning to everyday routines and sending them to Child Friendly Spaces and/or Temporary Learning Spaces. • Make sure any chores your children need to do don't put them in danger. • Try to make sure that children are with a trusted adult when working or playing away from home or when using latrines or bathing areas. • Tell your children to beware of people offering to take care of them or offering jobs, food, shelter, medicine, money in exchange for something from your children. They may be at risk of being exploited or hurt. • If you see a child being harmed by an adult or another child, ask them to stop or seek help to stop it. 	<p>TO DISASTER-PRONE/AFFECTED COMMUNITIES:</p> <ul style="list-style-type: none"> • Wear shoes if you have them when you're walking in flooded and damaged areas. • Stay away from flooded or damaged roads, bridges and train tracks. • Do not drink from water left by floods. • Do not swim in flooded waterways • Do not play in caves left by floods. • Watch out for snakes, especially around trees and bushes. • Avoid touching electrical wires or plugs that got wet during the floods. • If your family has a mosquito net, make sure you sleep under it every night. • Stay out of buildings that have been damaged by floods. • Children: Ask your parents/guardians before entering buildings in your village that have been damaged. 	<p>TO DISASTER-PRONE/AFFECTED COMMUNITIES:</p> <ul style="list-style-type: none"> • Wash your hands thoroughly with water and soap, or, if soap is not available, water and ash, after contact with faeces and before touching food or before feeding children. • Dispose of all faeces safely. The best way is to use a toilet or (pit or trench) latrine, or other appropriately safe alternatives. • Use only water that comes from a safe source or is purified. • Boil water until the bubbles appear. • Drink only safe water. • Use clean containers with lid/cap to store water. • Use a clean cup for drawing water from the container, making sure your hands are clean too. • Wash hands with soap or ash before preparing food. • Always cover cooked food. • Keep kitchen and cooking utensils and water containers clean. • Keep rubbish bin away from food and cooking. • Put rubbish in bin with lid. • Empty your rubbish in a collective pit. • When full, cover rubbish in collective pit with soil.

* Adapted from PHCP 2012 (see Resource Bank below)

RESOURCE BANK**CDAC Network Library of Generic Emergency Messages**

The CDAC Network/Infoasaid library of generic messages provides a very useful resource of hundreds of generic messages that cuts across a range of thematic areas relevant to humanitarian emergencies, including: (i) Health; (ii) WASH; (iii) Nutrition; (iv) Food Security; (v) Protection; (vi) Education; and Camp Coordination and Camp Management (CCCM). These broad categories can be searched and refined using a range of filters including issues, threats, risk groups and participant group/intended audience. The message library provides an excellent starting point for communication practitioners needing to respond quickly to a specific emergency. Messages include a focus on alerts, awareness, self-care and service, which reflect the different types of messages that may be required as an emergency evolves. <http://cdac.trust.org/tools-and-resources/message-library/>

Pacific Humanitarian Protection Cluster (PHPC) Quick Guide to Communication on Protection in Emergencies and Sample Key Messages for Protection (2012)

This useful resource provides a 'quick' guide to messaging for protection during emergencies. The guide provides sets of generic messages that can be used during the initial phase of an emergency.

http://www.globalprotectioncluster.org/_assets/files/field_protection_clusters/South_Pacific/files/PHPC_Quick_Guide_Communication_Key_Protection_Communication_Messages_EN.pdf

Australian Government Emergency Warnings: Choosing Your Words (2008)

This resource addresses the provision of emergency warnings in the context of rapid onset disasters in Australia. The guide begins by setting out a number of principles associated with emergency messaging. Subsequent sections look at how to structure an emergency message and what kind of language should be used.

<http://www.em.gov.au/Emergency-Warnings/Documents/EmergencyWarningsChoosingYourWordsEdition2.pdf>

8

Concepts and Approaches



This section examines some of the broader concepts and approaches that are associated with communication for humanitarian action.

Introduction – 8.1

This section examines some of the broader concepts and approaches that are associated with communication for humanitarian action. It addresses practitioners and managers who wish to seek more information about the process and practice of emergency communication. It further details the global commitment to humanitarian action, key definitions, risk reduction, emergency communication phases, as well as more recent thinking on humanitarian action and accountability.

Preparing for and responding to emergencies is a global, regional and national priority

8.2 Emergencies are occurring with greater frequency and severity and are affecting greater numbers of people than ever before. From a policy perspective, the aim of the international community is to reduce the risks associated with man-made and natural emergencies before they occur. This helps to lessen the consequences of disasters and promotes a quicker recovery. Integrating a disaster risk reduction focus into policy and planning processes and strengthening the capacity of government and non-government organizations are a priority. Globally, governments have committed to adopt the United Nations Hyogo Framework (UNISDR 2008), which promotes:

- Making disaster risk reduction a priority;
- Improving risk information and early warning;
- Building a culture of safety and resilience;
- Reducing the risks in key sectors;
- Strengthening preparedness for response.

The framework places a significant emphasis on the role that humanitarian communication plays in reducing risk, promoting warnings, and in the response and recovery phases of emergencies.

What is emergency communication?

8.3 Emergencies often arise with little warning and they place particular demands on communicators and communication systems, as vulnerable and ‘at-risk’ groups seek out lifeline information. Emergencies can be prepared for, but preparation can never be fully comprehensive. The severity of the emergency may overwhelm preparations, the nature of the emergency may differ from that prepared for, and response mechanisms may fail or underperform. With such issues in mind, the communication responses to emergencies should aim to stay responsive and flexible to shifting information needs and risks.

8.4 Emergencies are complex events that are dynamic, may require the application of significant human and financial resources and the provision of multiple services. Communication plays one of the most critical

roles in terms of preparing and responding to emergencies, including:

- Providing warnings of impending emergencies;
- Communicating protection action and risk reduction measures;
- Identifying new risks and threats associated with an evolving emergency;
- Promoting recovery, reconciliation, the shift to development and a return to normalcy.

8.5 Communication during emergencies is different from other forms of communication undertaken in support of routine development activities such as the promotion of health or provision of education. Emergency communication allows ‘individuals or an entire community to make the best possible decisions about their well-being’ in a timely manner, while helping ‘people accept the imperfect nature of choices during the crisis’ (CDC 2012: 7). These choices may be irreversible, are often made with imperfect information, but may also be life-saving. Effective communication for humanitarian action must communicate quickly, but also gather evidence to ensure that the information provided to ‘at-risk’ groups is RELEVANT, CLEAR and APPROPRIATE.

8.6 There are two broad categories of emergency situation. These are rapid and slow onset emergencies (see Figure 1). Within these two categories emergencies may be caused by forces of nature or may be man-made. This toolkit is principally concerned with rapid-onset emergencies. Rapid-onset disasters are acute events such as natural disasters (such as earthquakes, floods, cyclones) or human-induced disasters (acts of terrorism, chemical spills, accidents). In such instances rapid-communication responses are required, and the public needs information immediately. Constant provision of accurate and verified updates needs to occur until the emergency has passed. Rapid-onset emergencies may have multiple phases, which reflect the initial response, the intermediate period and recovery. Within each emergency situation a specific and often unique set of contextual factors and information needs will frame the scope of communication responses or initiatives. Some of these are set out in Figure 6 below to illustrate the complexity that communication practitioners face in emergency situations. These complexities may be compounded by constraints to gathering firsthand evidence concerning the nature, scope and impact of emergencies.

FIGURE 6: Factors, Information Needs And Initiatives

Contextual factors	Information needs	Initiatives
<ul style="list-style-type: none"> • Known susceptibility to natural disasters • Widespread social dislocation • Disruption of government services • Rapid deterioration of public health environment caused by spike in communicable and waterborne diseases • Failure or destruction of communication infrastructure • Increased crime and violence • Internal displacement • Increasing food insecurity 	<ul style="list-style-type: none"> • Early warning communication – for example, SMS alerts for tsunami-and information on immediate course of action and how to mitigate or protect against effects • Impartial and accurate instructions on where to seek help and from whom • Accurate and verified information on infrastructure damage, disruption of services, scope of the emergency – for example, how long until typhoon will pass-and instructions on mitigating ongoing impacts • Targeted information on health, food availability, shelter, mitigation, humanitarian aid activities, civic roles and responsibilities, rule of law, safe haven locations • Mapping scope of disaster – that is, crisis mapping 	<ul style="list-style-type: none"> • Rapid assessment of media and communications damage and availability • Promotion of disaster preparedness • Provision of emergency communication response – for example, rapid-deployment radio broadcasting, emergency repairs to telecommunications infrastructure • Provision of media – for example, radios – to dislocated populations • Crisis mapping by volunteer communities • SMS feeds, registration with embassies via SMS

Reducing risk

8.7 The aim of communication for humanitarian action is to reduce risk and promote protection using rights-based and inclusive approaches. The poorest, most excluded, the disabled, as well as ethnic, religious, and linguistic minorities, particularly women and children, often face the most acute vulnerability. Because of this, it is important to recognize that different groups have different information and communication needs, and we must focus on them if we are to reduce their vulnerability. Key issues to consider in thinking about and responding to risk include:

The need to identify who is most at risk:

- Prioritize messages that have been specifically developed for key risk groups;
- Assess what communities understand risk to be;
- Assess how the messages that you develop to address risks are used;
- Work with communities to enhance the impact of risk reduction messages and practices;
- Use multiple communication options;
- Ensure risk reduction messages are regularly repeated;

- Examine how communities recover from emergencies.

8.8 Community perceptions of risk are often dependent on their familiarity with the risk, their likelihood and the extent to which they fear the specific emergency. Fear may be associated more with emergencies that have a low chance of occurring, such as nuclear terrorism, and is less evident in more common events like weather-related emergencies, such as cyclones. Where fear or dread levels are high, communication can play effectively on the general public's desire to protect them. However, effective risk communication can also occur in contexts where there is a high degree of familiarity with the emergency.

8.9 There are four categories of risk, including:

- 1. Lower familiarity/lower dread: including rare agricultural diseases such as foot-and-mouth disease; oil terminal explosion and contamination;
- 2. Lower familiarity/higher dread: including chemical, biological, radiological and nuclear terrorism; nuclear power plant accidents;
- 3. Higher familiarity/lower dread: including natural disasters such as earthquakes, tornados

and floods;

- 4. Higher familiarity/higher dread: including terrorist attack; avian flu, pandemic flu, ebola.

Understanding risk, the ways in which ‘at-risk’ groups try to protect themselves, and how communities recover from risk is critical to improving both the communication and wider humanitarian response to emergencies.

Communication phases during emergencies

8.10 It is widely agreed that there are a number of distinct phases that are relevant to humanitarian emergencies, all of which have implications for the way we think about communication. Various organizations offer different perspectives on what each phase constitutes. These include:

- Preparedness (before the event): in which communication addresses preparedness and focuses on potential risks and how to reduce them;
- Response (the event): the communication response focuses on promoting the actions that people should take to protect themselves and their communities. These actions may need to change and adapt as the emergency develops;
- Recovery (after the event): focus is on the shifting information and communication needs of affected populations in the weeks and months following the initial emergency.
- The CDC (2012) emergency communication cycle follows a similar format and is presented in adapted form in Figure 7 below.

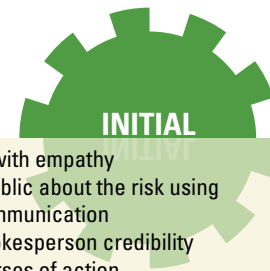
Figure 7: Emergency Communication Cycle

Preparatory phase

8.11 A preparatory phase typically occurs in contexts that routinely experience natural or human-induced disasters. This preparation often takes the form of local and national emergency preparedness and response plans that are implemented before and during emergencies. During the preparatory phase work is carried out to: (i) understand the communications and risk environment; (ii) identify which groups need to be prioritized; (iii) develop and proposition



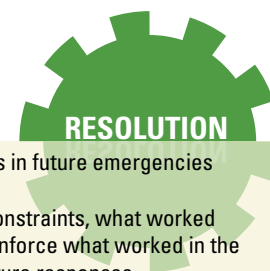
- Be prepared
- Foster alliances
- Develop consensus
- Test messages



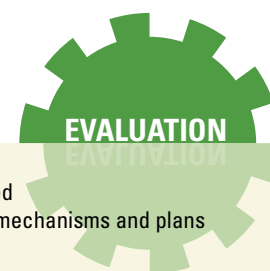
- Acknowledge the event with empathy
- Explain and inform the public about the risk using the simplest forms of communication
- Establish agency and spokesperson credibility
- Promote emergency courses of action
- Commit to the public to continue communication



- Help the public more accurately understand the risks
- Provide information to those that most need it
- Gain understanding and support for response and recovery plans
- Listen to stakeholders and target groups feedback and correct misinformation
- Explain emergency recommendations
- Empower risk reduction and protection decision-making



- Improve public responses in future emergencies through education
- Examine problems and constraints, what worked and what did not, and reinforce what worked in the recovery process and future responses
- Persuade the public to support policy measures and resource allocation to the problem
- Promote the capabilities and activities of emergency response agencies



- Evaluate performance
- Document lessons learned
- Improve crisis response mechanisms and plans

key warning and emergency messages and materials for different participant groups; (iv) identify the most appropriate communication options; (v) and hold discussions with local and national media and communication organizations to establish their readiness to respond and to determine their capacity to handle significant increases in communication demand.

Initial phase

8.12 In the initial phase of an emergency the aim is to quickly mobilize local and national communication plans and to saturate the environment with relevant and clear information and messages explaining both the nature of the crisis and the risks. Rapidly gathering and verifying information is critical, as this allows accurate updates to be communicated to the public. In the initial phase, messages tend to prioritize actions that need to be taken to reduce risk and vulnerability while promoting human rights. Co-ordination and collaboration across sectors and with a wide range of humanitarian agencies is crucial because it helps to ensure that information is shared and communication efforts are not duplicated.

Maintenance phase

8.13 The maintenance phase of an emergency addresses the changing nature of information and humanitarian needs. Rapid assessment of changing risks, threats and consequences help to inform practitioners of key priorities and whether communication activities need to be scaled up or down. If an emergency is prolonged, an assessment of the financial and human resources that are available to sustain communication over the longer term is also necessary. Being able to demonstrate that affected populations still have unmet information and communication needs will help you to mobilize resources. Continued collaboration and coordination can help to address some of the sustainability issues associated with longer-term communication and ensure responses remain relevant.

Resolution phase

8.14 During the resolution phase the emphasis may shift from one of responding to the emergency to one of promoting recovery. The worst of the crisis may be over and the thirst for public information may be reducing as things start to get back to normal. It is at this point that develop-

ment agencies may take over from humanitarian agencies in promoting rights-based reconstruction and recovery. An information shift also occurs at this point away from protection and risk reduction to a more mainstream focus on communication for development (C4D) around inclusive health, food and nutrition, water and sanitation, education, social protection, livelihood, and others.

Evaluation phase

8.15 During this phase it is important that lessons are learned and shared about how the crisis was handled from a communication perspective and how communication contributed to reducing risk and enhancing protection. In assessing the successes and failures of humanitarian communication, attention must be paid to ensuring that resilient systems capable of responding to future crises are established or strengthened. This may require investments in making infrastructure more sustainable, amendments to policy and legislation, and ongoing work to remind and involve communities about what actions to take should they face a similar crisis in the future.

8.16 The communication phases set out above reflect: (i) the need to prepare; (ii) the need to respond immediately; (iii) the need to gather data as the emergency evolves; and (iv) the need to meet affected populations' shifting information and communication needs. This evolving nature of emergencies and the need for communication teams to be responsive to the rights and needs of affected populations is captured in Table 8 below. The table allows you to make an assessment of how an emergency response to an extreme weather event may play out. It highlights how important it is for CHAT messaging strategies to respond to shifting information needs.

Table 8: Emergency Timeline During a Cyclone/Typhoon/Hurricane

PERIOD	INFORMATION NEEDS
Immediately preceding the cyclone event through the first 24 hours	Cyclone readiness, preparing for power disruptions, ensure availability of prescription medicines, evacuation of areas in the path of the cyclone, how to stay safe in your home, worker safety in a power outage, risk of carbon monoxide poisoning due to failure of venting systems, flood readiness, electrical safety, prevention of heat-related illnesses, hand hygiene, coping with traumatic events, emergency wound care
1-3 days after the cyclone	Re-entering flooded homes/workplaces, how to clean a flooded home safely, worker safety after a flood, preventing injuries during the removal of debris, managing acute diarrhoea after a natural disaster, sanitation after an emergency, keeping food and water safe
3-7 days after the cyclone	Protection from animal or insect hazards, electrical safety and generators, infection control and prevention, preventing violence, animal disposal

(Adapted from CDC 2012)

Humanitarian assistance and accountability

8.17 While communication for humanitarian action is strongly focused on risk reduction and protection, within emergencies there is a broader role that communication initiatives can play in promoting various forms of humanitarian service delivery. Increasingly, the international community is concerned that a two-way dialogue with affected populations needs to be established to ensure that they understand what humanitarian assistance implies, who will deliver it and where it can be obtained. Two-way communication also enables us to identify where the most acute need exists and if assistance is reaching affected communities. The desire for humanitarian agencies to be held more accountable to affected populations is driving a focus within the humanitarian communication sector on how and what to communicate to affected populations. Importantly, the same design and development process, tools and principles as outlined in this toolkit can also help address these broader communication concerns and needs. Examples include:

- The availability of relief services following emergencies;
- Relief for the displaced, either as a result of conflict, rapid-onset or slow-onset emergencies;
- Promoting educational services;
- Promoting health services;
- The promotion of conflict reduction and reconciliation processes;
- Promoting the role of the police and the judiciary in peacebuilding processes.

(IASC 2013)

8.18 Catholic Relief Services' Communication Toolbox (2013) identifies minimum standards for emergency or humanitarian communication of relevance to the accountability to affected populations (AAP) agenda. Ideally, communities should be informed about:

- The programme goals and objectives of the assistance;
- Planned activities and deliverables, including start and end dates;
- Who can access assistance and why;
- Details of partners involved in project implementation;
- Contact details, including how people can identify employees of organizations delivering assistance;
- The right to provide feedback and make complaints.

7.23 Communication for public accountability during emergencies can be assessed through a number of simple evaluation indicators, including:

- Evidence of human and financial resources committed to communication with affected populations;
- Affected populations have access to timely, relevant and clear information about both the organization and the humanitarian assistance it provides;
- Evidence of feedback mechanisms to enable organizations to listen to disaster-affected pop-

ulations and include their views in programme design and delivery;

- Evidence of feedback mechanisms for complaints, with evidence of responses provided;
- The organization enables the people it aims to assist and other stakeholders to raise complaints and receive a response through an effective, accessible and safe process.

RESOURCE BANK

Inter-Agency Standing Committee Accountability to Affected Populations (2013)

This resource is an operational framework that seeks to promote greater accountability in the delivery of humanitarian assistance. There is a specific focus within the framework on communication (objective 2) and especially on the need for better integration of communication into relief initiatives to promote awareness of aid delivery objectives, as well as on the scaling of emergency/risk reduction communication. http://www.fao.org/fileadmin/user_upload/emergencies/docs/IASC%20AAP%20Operational%20Framework%20March%202013.pdf

The U.S. National Consortium for the Study of Terrorism and Responses to Terrorism Understanding Risk Communication Best Practices (2012)

This resource provides an overview of risk communication practice and theoretical approaches. It focuses on risk events such as natural disasters and man-made emergencies and in doing so identifies key communication phases that are common to many humanitarian communication interventions. The resources also provide a comprehensive overview of risk. <http://www.start.umd.edu/sites/default/files/files/publications/UnderstandingRiskCommunication-BestPractices.pdf>

PAHO Field Guide for Developing a Risk Communication Strategy: From Theory to Action (2011)

This guide provides a platform for planning communication activities during the five phases of an emergency: preparedness, emergency onset, containment, recovery, and evaluation, with an emphasis on preparation. It seeks to bolster the ongoing work of communication practitioners, working intersectorally and with affected communities, in using risk communication to mitigate the impact of new and re-emerging diseases and public emergencies, by highlighting the need for reporting, educating, communicating and advocating. <http://www1.paho.org/cdmedia/riskcommguide/>

United Nations Disaster Preparedness for Effective Response (2008)

Report of Hyogo Framework process that seeks to integrate disaster risk reduction into sustainable policies and planning; strengthen institutions, mechanisms and capacities to build resilience to hazards; and incorporate risk reduction approaches into the implementation of emergency preparedness, response and recovery programmes. http://www.unisdr.org/files/2909_Disasterpreparednessforeffectiveresponse.pdf

USAID Avian Influenza Emergency Risk Communication (2007)

This resource provides a useful summary of how to develop a communication response to Avian Influenza. The resource is not framed with any identifiable communication theory or approach. The main focus is on the rapid delivery of information and there is little coverage of impact evaluation, which suggests that post-emergency understanding of things such as behaviour change is not a priority. The resource is divided into two sections: (i) Section 1 looks at planning; and (ii) Section 2 looks at the process of communicating during an emergency. http://pdf.usaid.gov/pdf_docs/PNADU055.pdf

Big Yellow Taxi was
responsible for art
direction and design.
www.bigyellowtaxi.com





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