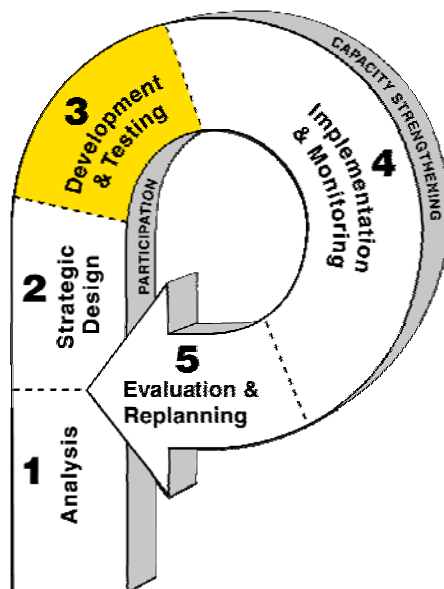


6.0 STEP 3: DEVELOPING & TESTING

Learning Objectives

By the end of chapter 6.0, the reader will be able to:

1. Make decisions about program identity
2. Design IPC message content
3. Select communication channels
4. Create support materials/games/activities
5. Develop outreach activities
6. Develop guidelines and manuals
7. Link IPC programs to services
8. Pre-test IPC materials



Developing Program Identity

Developing an identity for your IPC program can help communicate the overall goal of your IPC program to target group members and create a sort of branding so that all IPC program activities fall under one program name. The messages of your IPC activities can be closely tied to this identity. This will help provide direction for program development and serve as an identifier with which members of your target population can become familiar.

IPC programs can follow one of two paths on which choices about program identity can be made. Typically, IPC programs either:

- 1) are developed to compliment a larger mass media (or other) program
- 2) are stand-alone programs

Regardless of which path your IPC program follows, it is important for your program to have an identity, or a central theme on which program activities are based.

IPC as part of Larger Program

If your IPC program is geared to supplement a mass media campaign, overall program themes of the larger program may guide the identity of the IPC program. For example, AIDSMark has developed a delayed debut regional behavior change communication campaign that utilizes billboards, radio, and television commercials. To compliment that campaign, AIDS MARK also developed an IPC campaign known as The Safe from Harm Program. Although the program's title does not specifically mention abstinence or delayed sexual debut, the themes and messages it addresses focus on those issues.

IPC as Stand-Alone Program

More and more IPC is being recognized as an effective tool to elicit behavior change among high risk groups. Therefore, it is not uncommon to find IPC programs that are not housed within a larger campaign, but do stand alone. Operation Lighthouse is a prime example. Operation Lighthouse takes its name from the fact that the program serves 12 port communities in India. They have developed a unique name, and a logo which serves as a brand name for their IPC and outreach activities.

Make We Talk: IPC as Part of a Larger Program

The Make we Talk IPC program in Nigeria addresses sex workers, transport workers, youth, and the military in 112 intervention sites. The IPC program was developed as part of a larger program that included theater, and was linked to mass media campaigns as well as product distribution. The central idea of the program was to marry the mass social marketing with community-based interventions. This integration provided the basis for the successful partnership between PSI and ActionAid who won \$75 million over 7 years from DFID to support this program.

Message Development Guidelines

Analysis of the formative research that takes into consideration current epidemiological knowledge and up-to-date studies on the target population should provide sufficient insight into what types of messages and activities are best suited for a given target population. Also, whether your program stands alone or is part of a larger campaign will also influence the specific messages you select. In general, however, the following principles can be used to help guide message development.

1. *Approach message development with the understanding that they will not be used didactically.*
IPC messages should serve as guidelines for discussions between IPC agents and target group members, these messages should not be conveyed in a didactic manner, but rather in a way that promotes learning through sharing and thought provoking discussion. IPCs should go into an interaction with a solid understanding of the overall theme as well as specific messages and engage in an open-ended interaction with target group members.

2. *Understand barriers to behavior change before message design.*
Formative research findings will provide insight into the barriers to behavior change. Program planners should understand which of these behaviors are the most easily addressed by program activities.
3. *Ensure target audience has the opportunities and/or resources to carry out the behavior change.*
Make sure that message content is appropriate given various community resources. For example, if there are no VCT clinics in the geographic area of implementation, developing a program to increase HIV testing among sex workers in that area is not likely to be successful.
4. *Messages should be convincing*
Simply telling people to change is much less effective than providing convincing arguments. For example, if formative research showed that people avoided HIV testing out of fear, VCT could be promoted as a means of reducing worry about a future with or without HIV.
5. *Messages should highlight the cost/benefit of making the behavior change.*
This will serve to encourage the behavior change among target group members.
6. *Appeal to emotion*
HIV/AIDS can stimulate a wide array of emotional reactions. Messages can play on these emotions of fear, worry, concern, anger, love, hope, etc. in order to capture attention and inspire behavior change.
7. *Use credible message carriers*
The messenger must have credibility among target groups. In checking the appropriateness of a messenger, consider age appropriateness and cultural group/ethnicity identity, in some cases peers may be good messengers, in other cases community gatekeepers would be more effective.
8. *Messages should be linguistically and culturally appropriate*
To ensure that the target population identifies with the messages, it is essential that the local languages be used, materials be easily understood, and that group members can identify with the images and situations presented.
9. *Messages should be accurate*
Formative research will often help identify misconceptions about HIV that are prevalent in a population. It is important that IPC and mass media messages be used to correct this misinformation, as behavior change

often starts with knowledge. The information provided must be technically correct and truthful.

9. *Pretest messages with target populations*

Testing draft messages with target group members will help ensure that they will be well understood, are culturally appropriate, and convey the intended ideas once they are implemented in the field.

Selecting Communication Channels

There are two different facets of channel selection when developing an IPC program. First, you can select communication channels to promote the IPC program among the appropriate target group. Second, you can select the communication channels to be used by the IPC program to interact with target group members.

IPC Promotion

Regardless of what your budget, timeline, or potential target group constraints might be, it is important to promote your IPC program. Programs without participants or community support will rarely be successful.

There are several factors to consider when deciding whether or not to use mass media to promote the program. The appropriateness of using mass media depends on the size and geographic location of your target audience. For example, mass media promotion may not necessarily be effective if your target group is small, or is based in a rural area and does not have access to typical mass media channels. Mass media can be used to its fullest capabilities when IPC is part of a larger campaign. Under these circumstances, there is more likely to be sufficient time to develop television, radio, and billboard messages, and the cost of media development is often justified by the fact that the materials will be used for a longer period of time. Furthermore, media mix is helpful in promoting behavior change.

When mass media is not appropriate, there are other means through which IPC programs can be promoted. Open community meetings, for example, can be used to promote and garner support for IPC programs within target communities. There are also a variety of participatory research techniques that can be used to promote project ownership, participation, and target group buy-in.

Selecting Communication Channels

Suggestions for Material Development & Channel Selection

- Look at the cost of each media channel available
- Printing is expensive in terms of numbers reached
- Printed materials that can be used over and over, such as flip books, are more cost effective
- Materials need to be developed with a clear plan for use and distribution

Not all media channels have the same success in reaching the different target populations. Formative research should provide insight into which channels are likely to be the most successful based on accessibility and usability. While street theater can reach large numbers, radio broadcasts can also be used as supporting media, and may be a more effective medium for a given target group. It is essential to select a mix of media that will engage the target population, deliver the message, and inspire behavior change.

Potential Communication Channels

Print Materials	Public Displays	Mass Media	Audio/Visual Materials	Community Channels	IPC
- flip charts - booklets -picture books -flash cards -calendars	-billboards -exhibits -posters -stickers -murals	- radio spots - radio drama - newspaper - television - magazines	-audio cassettes -movies -slideshows	-traditional theater -street theater -cultural events	-individual contacts -small group contacts - peer education

In addition to formative research findings, it is also important to think about how particular media can help achieve certain goals. Different media have distinct advantages and disadvantages and are best used at different times. A calculated mix of materials and channels works best; print materials are good supplements for IPC individual contacts. Monitoring media impact can help identify which channels work best and where resources should be concentrated. *Impact is greatest when the same message is communicated through different channels.*

Careful media selection should also consider cost-effectiveness and a distribution plan. When creating materials, keep in mind how each will be used and accessed by the target population. For example, flip books are useless if IPCs are not trained to use them, and the printing of 1,000 comic books will not have a significant impact on 10,000 truck drivers.

Creation/Role of Support Materials

Support materials are tools used by IPC agents during IPC activities that encourage interactive encounters with participants. Common support materials such as flip charts, picture codes, cue cards, and picture books can be used to enhance discussion and encourage more active participation. Ideally, support material use is incorporated into trainings.

Developing user-friendly manuals, guides, support materials, and supervision methods will allow these materials to be easily adapted to additional field sites as IPC activities are brought to scale.

Benefits of Support Materials:

1. *Effective with low-literates.*
The images help guide and stimulate discussion, especially among those who are low-literate.
2. *Keep the focus on behavior change*
Support materials are also helpful to the IPCs and PEs by serving as a guide to keep the discussion on track and tightly focused on the key messages at hand.
3. *Are helpful with sensitive topics*
Topics such as sexual violence, sex for money, and teen sex are often difficult to discuss. Support materials can help raise the subject without embarrassment.

Commonly Used Support Materials

Flip Charts have illustrations or photos on one side of the page and a few key phrases or detailed discussion questions on the other side for use by the IPCs. The pages are bound at the top and can be flipped one by one.

Picture Codes are similar to flip charts in that they have photos or illustrations on one side and information and questions for the IPC agents on the other, however, they are not usually bound, giving users freedom to vary their order or number based on the progression of discussion. As few as one picture code could be used in a single session. Each picture is used to stimulate discussion about a risk behavior or disease topic.

PICTURE CODE EXAMPLE

Injecting drug users could be shown a photo of a group of men sharing needles and then be asked the following questions:

- What is going on in this photo?
- How do you feel about what is going on?
- What do you think is going to happen to them?
- How do you feel about the consequences?
- What could be done instead of sharing needles?
- How can people who share needles be convinced to stop?

It is important that IPCs ask open ended- questions that have a logical flow.

Story or Picture Books tell an illustrated story that features characters that make varying behavioral choices. Those choices are personalized by presenting them in a context familiar to the specific target group members. Participants are likely to identify with the characters, enjoy the stories, and remember the details better. The presentation may resemble a comic book with each frame advancing the story, and the IPCs may read aloud, or play a cassette with pre-recorded

voices to narrate the plot. Open-ended questions may also be included to stimulate discussion at various points in the storyline.

Cue Cards are not designed to be shown to the target population but to serve as reminders to the IPC agents while they are conducting their activities. They are typically laminated letter-size sheets of paper with illustrations, information, and questions to stimulate a discussion on a particular topic. IPCs follow the outline on the cards to guide their discussions. The cards may contain topics for role plays with follow-up questions or descriptions of games. Cue cards prevent the IPCs from becoming sidetracked during discussions and ensure that the messages and information they are meant to convey will not be overlooked.

Illustrations vs. Photographs

In deciding whether to use illustrations or photographs, here are some points to consider:

- Although illustrations are more commonly used in support materials, individuals more easily identify with stories and scenarios if they see people like themselves featured in photos. Photos are generally preferred by target populations.
- Photos can help reduce stigma by giving HIV a face and showing real people in situations.
- It is often easier to understand what is being portrayed in a photo rather than a drawing. Studies have shown that the more abstract the drawings the less they are preferred.
- Illustrations are better at showing changes over time. For example, demonstrating a person's health degenerating over time is more easily communicated with a series of illustrations.
- Illustrations are better at conveying biological processes. For example, the depiction of sexual organs, or to a demonstration of how the immune system works are both easier done with drawings.

If producing original materials, it is important to also consider which is more cost effective: hiring an illustrator or photographer. This is likely to differ depending on geographic area. In either case, people and contexts portrayed must be culturally and ethnically accurate.

Games Creating games and activities to be incorporated into your IPC program will increase the levels of participation among target group participants. Games can be used to test knowledge, attract participants, and present information and messages in an entertaining and interactive fashion. Games can help maintain participant interest levels and increase participation. It is important that IPCs receive training as to how to incorporate games into their activities. Providing step-by-step guidelines helps ensure that the games will be utilized properly.

EXAMPLE: HIV Snakes and Ladders

Snakes and ladders is a common children's game, where participants take turns rolling dice and advancing box by box across a game board. It is perhaps the game most commonly adapted to HIV and AIDS. When participants roll the dice and land on a positive behavior box, like "go for VCT," they climb a ladder to a more advanced position. When they land on a risk behavior box, such as, "get drunk and don't use a condom with a sex worker," they slide down a snake to a lower position on the board.

Role Playing Role playing involves getting participants to create short improvised dramatizations based on real-life scenarios. Through play-acting, the role plays allow participants to explore different situations and the risk-behavior choices available to them. For example, the scenario might involve a sex worker trying to convince a client to use a condom. One participant would play the sex worker, and the other would play the client. The two would improvise a potential interaction, and by doing so, practice condom negotiation techniques.

The role play is followed by a discussion involving the actors and the rest of the participants. This discussion is key to understanding the message of the role play. Discussion questions might include:

- What was going on in the role play?
- What was the point of the role play?
- How is this role play related to HIV/AIDS?
- What should the characters have done differently?
- What does this role play have to do with you?

Role playing is easy to get started, can be humorous, and is enjoyable for those performing and those watching. The short dramas are a great way to raise and explore sensitive issues and behavior choices.

Developing Outreach Activities

Outreach activities are geared toward targeting high risk group members in their own environment. Sending IPCs to initiate one-on-one discussions with target group members, organizing events, setting up promotional displays, developing street theater productions are all types of outreach activities. Such activities are beneficial because:

1. *Events attract attention*

Organizing music and dance contests or sponsoring athletic contests can attract the attention of target groups and create an opportunity for IPCs to meet them.

2. *Displays help showcase IPC agents*

Information booths can be set up where target populations can be found (e.g. truck stops, red light districts, bars, etc.). Support materials can be shared with interested parties, and IPCs can be on-hand to initiate discussions. This can also help target groups become familiar with and develop a rapport with the IPCs who will be working with them.

3. *They are helpful in promoting products*
Free samples of condoms can be handed out by IPCs in high risk areas or kept at display booths. Condom desensitization exercises, such as blowing up condoms, or placing them on wooden penis models can also be carried out.

Street Theater

Street theater involves a live, street performance of a drama based on IPC risk reduction messages. The drama is presented to members of the target population close to where they work or live. The dramas are successful at attracting attention and crowds especially when they are performed in crowded locations such as markets.

1. *Identify a pre-existing theater group*
It is best to work with groups who have experience developing dramas with social content, but that is not always feasible. Regardless, it is important that the theater troop members undergo training to understand the issues they will portray and the context in which they will be focused. Target group members can also form their own theater group and create their own plays.
2. *Controlling message & content*
Provide intensive coaching to ensure that pre-determined messages will be clearly communicated. Theater group members should be given a description of the problem, desired behavior change, key benefits, and tone. Story lines can be discussed and agreed upon by program planners who should also continuously review scripts as the plays are being developed.
3. *Avoid messages of punishment*
To prevent stigma, ensure that the dramas do not portray the punishment of those who engage in high risk behaviors.
4. *Explore real-life situations*
Dramas should explore real-life behavior choices faced by target populations rather than melodramatic simplifications.
5. *Follow-up productions with discussion and Q&A*
Allowing for discussion and question and answer periods allow for dissemination of information and provide additional opportunities for target group participation.
6. *Amplify with media*
Depending on the target group, it may be beneficial to try to reach larger numbers. Performances can be recorded and rebroadcast on television, over the radio, or in other small group settings.

Creating a Public Event

Organizing a public event is another form of outreach. To adequately reach your target audience, it is important to organize such events in areas where target groups are easily reachable or tend to congregate. Public events can help your program make new contacts and maintain relationships with target group

members. They can also help raise awareness about your IPC program or a specific health issue.

Public Event Example

The Corridors of Hope program in South Africa has a team of local staff that serve to promote products, such as condoms, or health concepts, such as abstinence in targeted geographic areas. During one such abstinence promotion event, the team set up speakers outside of a youth center, and played popular dance music to attract attention. Groups of young people soon began to congregate. The outreach team held a series of dance contests for the youth that were interspersed with role play activities and quiz questions about HIV/AIDS. Dance contest winners, and participants in the skills/knowledge building activities were awarded prizes bearing the Corridors of Hope logo.

Participation in Festivals or Health Fairs

Setting up a booth at a festival or participating in a health fair is a great way to foster relations with target group members as well as increase awareness for your IPC program or a specific health issue. Make sure that the booth is well-labeled with the logo of your program. Have pamphlets, promotional materials, or products available to hand out. Health fairs are a great opportunity to disseminate information.

Developing Guides and Manuals

Guides and manuals are helpful for standardizing training curriculum and to provide step-by-step processes for individual and small group IPC interactions. They also provide excellent documentation of IPC staff roles and implementation activities.

1. *Large manuals can be daunting*

Information contained in a large, comprehensive manual is likely to be overlooked. Short, individual manuals for planners, trainers, supervisors, and IPCs could be created instead. The manuals should contain all the information each staff member needs to complete their job.

2. *Keep low-literate skills in mind*

Manuals for IPC agents should make liberal use of illustrations and photos and be kept short and simple.

3. *Keep guides focused on behavior change*

Guides and manuals that include exhaustive details about every HIV/AIDS issue, the essential messages about risk behavior that have been selected will be diluted. IPCs can be successful without knowing everything there is to know about HIV/AIDS.

Developing Training

A team of trainers needs to be established for training future IPCs. Identifying partners like NGOs with extensive experience in developing training can be

quicker than establishing a team of trainers. Regardless, the trainers need to have a solid understanding of the intervention including:

- Need for the intervention
- Purpose of the intervention
- Roles & responsibilities of the IPC agents

The quality of training can be dependent on group size. In other words, training a group of 20 people will be more effective than training a group of 100.

Understanding the gaps in knowledge and skills of IPCs prior to developing the training can also improve the quality by ensuring that the content will address pertinent issues. A training assessment can be carried out to determine the training needs of IPCs using the following steps:

1. Discuss possible topics and objectives of the training with participating IPCs
2. Assess their areas for improvement
3. Allow them to rank topics in order of importance or interest
4. Initiate a discussion about HIV to determine their current knowledge levels
5. Initiate a discussion about communication techniques to determine their familiarity with participatory techniques such as role playing
6. Develop training content and assign priorities based on IPC agent feedback

Linking to Services

Creating a connection between IPC activities and existing services such as VCT or STI treatment facilitates behavior change and increases the use of these services within the target community. Often, the positive behaviors IPC programs promote involve health seeking such as VCT and STI treatment. Because services may not be accessible, affordable, or user-friendly to the target population, it is important for IPC programs to create links between high risk groups and the health services they need. As IPC programs work to serve their target population, they can also provide links to other needed services such as ARV treatment clinics or other care and support programs. IPC interventions that provide convenient service linkage are more deeply integrated in the community and have a higher behavior change success rate.

How to Link IPC to Services

1. *Identify service locations*
Locate VCT centers, STI treatment centers and other health services that are accessible to target populations. Where services are lacking, other local NGOs may be interested in partnering to help scale up programs.
2. *Promote services through IPC contact and media*
IPCs can discuss service access during interactions with high risk groups, and such messages can be reinforced with social marketing efforts. Service promotion tends to be more successful when specific brands or service locations are promoted. This branding and franchising allows

IPCs to provide a more focused message: rather than “get tested,” they can say, “go to clinic Z to get tested.”

3. *Make referrals to service locations*

Referrals increase the chances that target group members will utilize services. Referrals can take the form of a flyer or an invitation and should include the address of the service location. Coupons offering discounted or even free service access can be distributed. Promotions, such as 2-for-1 HIV tests also encourage service use.

4. *Provide personal escort to services*

IPC agents can provide personal escorts to service locations. When combined with street theater, public displays, or other group activities, a large group often can be encouraged to be escorted to service locations.

5. *Bring the services to the target population*

Mobile clinics are a solution for times when target group members refuse to seek services or do not feel welcome at identified service locations. Mobile clinics can be as simple as setting up VCT services at a truck stop or border crossing.

Branding & Franchising Services

Branding and franchising can be a means to achieve a program identity and increase demand for services. For example, “New Start” is a brand for VCT in East and Southern Africa that attracts clients with a rising sun logo. In India, PSI takes a different approach. It identifies existing services, ensures that they are brought up to a certain standards, and establishes them as “key clinics.” These STI and VCT franchises benefit from mass media advertising and a site logo. Typically, branding and franchising services involves not only a logo, but also a slogan or a tagline. For example, Operation Lighthouse: An Integrated HIV/AIDS Prevention Program.

From an IPC perspective, it is much easier for IPCs to promote branded services just as it is easier to promote branded condoms. Target group members are more likely to think that branded and franchised services are of higher quality than those that are not marketed under a given name-brand. Branding a program will help target group members make positive associations with the different activities (e.g. street theater, or individual-level interactions) that fall under the same program title.

Branding an IPC Program in Cote d'Ivoire

The focus of the “Yere et Cool” youth campaign in Cote d'Ivoire was promoting abstinence and responsible sexual behavior among urban, in-school youth. Each intervention school had a peer education component and from the onset of the project, the strategy was to link the peer education activities to the radio and television spots as well as the road shows. The IPC agents who went to the schools to recruit and train peer educators wore “Yere et Cool” vests, hats, and scarves. This was done after the big media campaign and the link to the mass media slogan helped give the IPC agents greater acceptance and credibility.

One IPC agent remarked, “when we go into the schools wearing our Yere et Cool clothes, the kids will shout out the slogans from the television spots without our saying anything. In our discussions, we can draw on the scenarios in the spots because they have seen them. It also helps to motivate the peer educators. They realize that they are part of something much bigger than just them and their school. They are a part of a national campaign to address important national problems.” These comments highlight the importance of linking IPC with other BCC activities as well as the benefits to branding multiple activities, including IPC, under one brand. It increases credibility and visibility, and can help motivate target populations toward behavior change.

Pre-testing

It is important that all materials developed are pre-tested with samples from the appropriate target group in question. For example, if you've designed a series of picture codes for use in individual-level interactions with migrant workers, it will be important to test the picture codes with a small sample of migrant workers. Pre-testing in this example could be accomplished by actually trying out some of the picture codes with a small sample of migrant workers. Alternatively, you could convene a group of migrant workers and allow them to look at the picture codes as a group and discuss what they like and dislike about the pictures and/or the discussion questions.

Pre-testing will allow you to determine the understandability and acceptability of the support materials, manuals, and training guides prior to their actual use in the field. Pre-test results will allow you to make the necessary changes to such materials to increase the likelihood of their successful use in the field. This is a more cost effective tactic than discovering during a monitoring survey that your support materials are not achieving their desired end.

Production

Once all materials have been pre-tested and revised, production can occur on a scale appropriate to the specific program. The decisions made about program intensity during the strategic design phase of program planning should help guide production of materials. Those with large budgets may opt to work with advertising agencies to produce materials. More likely, however, materials will be produced on a smaller scale on a need-only basis. Laminating flip charts, posters, or other mid-media aids that might be used by IPC agents will make them last longer. It is important for the IPCs to take ownership and pride over their materials to ensure that they are not get destroyed or lost.