ACCRU Applied Communication Collaborative Research Unit

Communication for Development and Emergencies: A Review of Existing Approaches and Tools

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About

This review is an output of the wider Communication for Humanitarian Action Toolkit (CHAT) project, which is a collaborative effort among partner organizations, including the United Nations Children's Fund (UNICEF) and the International Federation of the Red Cross (IFRC) leading the process. Constructive contributions were provided by the Centers for Disease Control and Prevention (CDC), Communicating with Disaster Affected Communities Network (CDAC), Office for the Coordination of Humanitarian Affairs (OCHA), World Health Organization (WHO), High Frequency Coordination Conference (HFCC), and subject matter specialists (SMS) from UNICEF Offices in India and Pacific Islands. The project outputs include: (i) this 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) drafting of the toolkit; (iv) field-testing and validation of the toolkit through a consultative process; and (v) finalization of the toolkit for publication.

Author

Associate Professor Andrew Skuse is Director of the Applied Communication Collaborative Research Unit (ACCRU) at the University of Adelaide and Reader in Anthropology and Development Studies. His work focuses on how poor and vulnerable people interact with information and communication resources and how these resources affect areas such as livelihoods, health, education, peace-building, risk reduction and social equity. Skuse has consulted widely on the role of communication for development and ICTs in the developing world for numerous international development agencies, including ADB, AusAID, Australian Civil-Military Centre, DFID, EU, GTZ, UNICEF and WHO. Skuse previously worked as a Social Development Adviser for the UK Department for International Development. (DFID) where he was responsible for the area of communications for development. His publications span both applied and academic fields.

Disclaimer

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Acronyms

AAP	Accountability for Affected Populations
BCC	Behaviour Change Communication
C4D	Communication for Development
C4HA	Communication for Humanitarian Assistance
CDAC	Communicating with Disaster Affected Communities Network
CDC	Centres for Disease Control
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
IFRC	International Federation of the Red Cross
IPC	Interpersonal Communication
KAP	Knowledge, Attitudes and Practice
QA	Quality Assurance
SFCG	Search for Common Ground
UNICEF	United Nations Children's Education 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 Aid

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Executive Summary

Background

This literature review focuses on the range of practical communication resources and tools available for use in emergency or disaster settings, as well as in preparedness and recovery. The rationale for undertaking the review is to assess how previous resources have addressed the topic and what we might learn from them in attempting to develop a toolkit that is simple, easy to use, but which, still adheres to best-practice principles designed to assure quality and effectiveness. The literature reviewed aligns most closely with: (i) communication for development (C4D) practice and principles; (ii) with behaviour change communication (BCC) approaches that focus on individual and group risk practices and risk reduction behaviours; and (iii) social change, participatory communication and community mobilisation frameworks. These approaches seek to engage with individuals and communities, identify information needs, understand communication uses and preferences, understand behaviour and social norms, as well as constraints to behaviour change or risk reduction. The resources reviewed also focus on defining clear communication objectives and engaging in testing to ensure the relevance of all messages, media content, interpersonal communication strategies and community mobilisation approaches. Finally, a common thread in all of the various conceptual frameworks identified in the literature is the strong contribution that formative evaluation, routine program monitoring and summative learning make to communication effectiveness. The literature reviewed includes that which focuses explicitly on emergencies, as well as non-emergency literature that offers high quality C4D tools, strategies or approaches and which, have the potential to be adapted to an emergency setting.

The methodological approach used in this review was driven by the need to locate practical resources and tools that could usefully inform the development of the aforementioned toolkit. Because of this, literature searches focused mainly on resources developed by organisations that fall into the 'practitioner' category, rather than on peer reviewed academic literature. A limited selection of academic literature has been included to add a counterbalance to the practitioner literature and this highlights: (i) a range of communication effectiveness principles that are of relevance to the development of practical resources in the area of emergency communication; (ii) approaches to risk communication; and (iii) the role of new information and communication technologies (ICTs) in processes of humanitarian assistance.

A process of searching against the selected search terms was used to find a representative sample of material from a wide number of organisations involved in the delivery of humanitarian assistance and development. These resources were added to through a process of snowballing, and through knowledge of previous source derived from the author's similar work for a number of organisations.

Findings

The review found the following findings:

- The literature reviewed that exclusively examines emergency communication (i.e. in response to manmade or natural disasters) treats communication as a core asset within emergency responses and is generally not designed and evaluated with the same rigour as C4D-focused communication interventions;

  The literature that addresses C4D in emergencies employs an evidence-based approach to communication design and implementation, drawing heavily on formative research, the use of quality assurance practices and ongoing and summative evaluation;

- Much of the resource and practical guidance literature that focuses explicitly on emergency communication derives from developed world contexts and is often not supported by a clear conceptual or methodological focus. The absence of qualitative and quantitative field research methods in many of these resources suggests that their

primary concern is with information giving, the promotion of warning messages and immediate evacuative action, rather than behavioural and social change centring on risk reduction, harm minimisation or the promotion of health and safety in the post-disaster period. Here, there is a clear opportunity to enhance existing emergency communication approaches through the application of C4D principles, methodological tools and approaches;

- Most of the emergency-focused and non-emergency resources reviewed promote some form of process or cycle to follow during a crisis and most promote a range of principles or steps that can be adhered to in a crisis situation (often these imply theoretical underpinnings). The focus of the non-emergency material reviewed is stronger on steps, principles and quality assurance tools that can help ensure communication effectiveness. There are a number of organisations including UNICEF, infoasaid, CDAC Network and IFRC, with whom effective partnerships could be built to adapt and disseminate an already impressive body of emergency communication-focused tools and resources;

- Many resources promote generic message sets and there is value in ensuring that communication practitioners have generic sets of messages that can be communicated in an initial crisis period. A balance needs to be struck between promoting a prescriptive response through generic messaging and the development of context specific and research informed messaging. Further, there is a critical need to build dialogue before, during and after emergencies and while message giving can positively affect the public information environment it is not effective in creating dialogue;

- Much of the literature, both emergency and C4D-focused recognises the need to create dialogue. This places a critical emphasis on both the communication channels engaged, i.e. face-to-face communication and community mobilisation is effective at creating dialogue, while certain genres of communication, such as drama have been shown to very effectively stir public debate. Building positive dialogue is one of the key goals of emergency communication. In addition, the literature points to the use of multi-channels initiatives, which help extend the reach and impact of emergency communication;

- New technology is playing an increasingly significant role in humanitarian emergencies, though much has been made from a small number of mainly crowdsourcing and crisis mapping examples. Further, there is still much to learn about how the humanitarian agencies and volunteer organisations utilising new ICTs to pursue activities such as crowdsourcing data and crisis mapping can work together. Numerous developing world emergencies feature communication contexts characterised by unequal access to new ICTs and dominance of traditional media access and interpersonal communication. The UNICEF toolkit needs to balance promoting and integrating using new ICTs into emergency responses without them taking precedence;

- Defining the focus of the emergency timeframe that the toolkit will focus on is critical to containing its scope. Numerous existing resources address the preparatory and recovery phases of disasters in detail. There is a lack of C4D-type resources that focus on the acute period of a disaster and it is here that the most value can be added through the development of a toolkit;

- Many of the better, more practical resources, contain a specific focus on quality assurance, and especially pretesting to ensure relevance and suitability of communication outputs. They promote simple tools and checklists that can help practitioners to test their assumptions;

- The accountability to affected populations (AAP) and resilience agendas are weakly reflected in the bulk of the literature reviewed. The AAP agenda challenges the humanitarian sector to communicate more effectively with communities, especially around the broad role of humanitarian assistance and service provision in order to create demand and foster accountability, rather than around specific thematic issues, such as conflict reduction or Cholera. This represents a challenge that must be addressed in the toolkit development process;

- With one or two exceptions the resources reviewed are too long, too technical and most likely difficult to use in emergency situations. Their length and complexity is driven by the need for methodological rigour and a key challenge associated with the development of the toolkit is how the essence of this rigour can be maintained, while much of the detail and method associated with these approaches is removed.

A summary of specific recommendations associated with these findings is presented in the conclusion and summaries of the literature reviewed can be found at Annex 1.

1. Introduction

1.1 This literature examines the role of emergency communication in the context of humanitarian and complex emergencies. In particular, it focuses on the range of practical guidance and, tools that have been developed to help humanitarian and development organisations build effective communication initiatives in contexts characterised by risk and uncertainty. Unlike conventional C4D, emergency C4D requires a rapid response and approaches that are highly efficient, yet robust enough to offer relevant and rigorously designed communication outputs. This review focuses on literature for both emergency and non-emergency settings that offer insights into emergency communication practice, as well as those that simply identify useful tools, strategies and design frameworks for use by field practitioners.

1.2 This review is driven by a number of key questions designed to help focus the findings and the development of a concise emergency communication toolkit for use by a wide range of organisations. Key questions include:

- What is the scope of resources and approaches associated with communication during emergencies?
- To what extent do these resources promote communication for development (C4D) perspectives and principles?
- What is the optimal mix of approaches, tools and principles identified for inclusion in a best-practice yet concise emergency communication toolkit?

1.3 In addition, the humanitarian community is committed to improving accountability for affected communities (AAP), which entails an increased focus on communicating the program activities associated with humanitarian assistance (Ref. 4). This communication function is in addition to the sectoral and thematic focus of the resources reviewed here, but is critically important to building dialogue with communities and trust. Because of this, this important agenda is also considered within this review. Finally, in terms of organisation, this review addresses a range of critical themes that have emerged from the literature summaries (see Annex 1). These include:

- The broad role of emergency communication relative to C4D;
- The theoretical and methodological focus of the literature reviewed;
- An examination of the principles and steps advocated;
- Assessment of messaging approaches and generic message resources;
- The role of new ICTs;
- The application of time-limitations or timeframes to emergency communication interventions;
- The need for quality assurance processes and mechanisms;
- Examination of the accountability to affected populations and resilience agendas;
- The current accessibility of resources, their structure and usability

2. Methodology

2.1 This section details the search strategy employed to identify relevant sources that focus

on emergency communication approaches, design and practical tools. Given the specialist nature of C4D and emergency communication the search strategy was tailored to databases and organisational websites relevant to the particular thematic area (see below). Where resources offered tools and approaches that derive from a non-emergency setting, but which, could be usefully adapted to an emergency context, they have also been included for review. The methodology employed follows a three-step process that includes: (i) the identification of relevant search terms/keywords; (ii) the identification of relevant resources from practice-focused databases; and (iii) the snowballing of sources through examination of reference lists within the found literature.

2.2 An initial list of search terms was developed and expanded, and then used to source literature, though the poor search functionality of non-academic databases significantly limited search efficiency. Search terms included:

- Accountability	- Fragile	- Print
- BCC	- Gender	- Radio
- Behaviour	- Governance	- Reduction
- Building	- Health	- Refugee
- C4D	- Human	- Recovery
- Campaign	- Humanitarian	- Reporting
- Change	- ICT4D	- Resilience
- Children	- IEC	- Rights
- Civic	- Information	- Risk
- Civil	- Interpersonal	- Social
- Communication	- KAP	- Stabilisation
- Conflict	- Legislation	- State
- Democratisation	- Media	- Strengthening
- Development	- Mitigation	- Telecom*
- Disaster	- Network	- Television
- DRR	- New	- Video
- Education	- Participation	- Violence
- Emergency	- Peace	- Vulnerability
- Ethnic	- Policy	- War

2.3 These terms were used to manually search (via trialling different combinations of search terms) the websites of the organisations listed below. These organisations are known to have a role in either C4D or in providing support to communities experiencing humanitarian or complex emergencies. A wide number of organisations were chosen to ensure a broad cross-section of evidence was returned. Where multiple sources were found only the most relevant material was included for assessment in this review, i.e. that which focuses on emergency communication approaches, design and practical tools. Some material returned does not focus on emergency communication but on broader C4D issues, though these have been included due to their relevance to the development of useable tools. Organisations searched include:

- BBC Media Action
- CDAC (Communicating with Disaster Affected Communities) Network
- Centres for Disease Control (CDC)
- Communication for Social Change Consortium (CFSC)
- FHI 360°
- International Committee of the Red Cross (ICRC)
- International Federation of the Red Cross (IFRC)
- Search for Common Ground (SFCG)
- The Communication Initiative
- UK Department for International Development (DFID)
- United Nations Children's Education Fund (UNICEF)
- United Nations Development Programme (UNDP)

- United Nations Educational, Scientific and Cultural Organization (UNESCO)
- United Nations High Commissioner for Refugees (UNHCR)
- United Nations Office for the Coordination of Humanitarian Assistance (UNOCHA)
- USAID
- World Bank
- WHO

2.4 Some background documents where provided by UNICEF and are listed in the document review section at Annex 1. In addition, this literature review draws on some previous work undertaken by the author, which also included the systematic collection of literature relating to communication for development in fragile states, during complex emergencies and in support of humanitarian processes. These include:

- Skuse, A. et al. 2013. *Communication for Development Interventions in Fragile States: A Systematic Review*. JBI Database of Systematic Reviews and Implementation Reports JBL000566, **11**(3): 1-190.

- Skuse, A. et al. 2013. Social Networking, Social Media and Complex Emergencies: an annotated bibliography. Australian Civil-Military Centre, Canberra, pp.1-70.

2.5 The search strategy for this review returned 95 promising sources, which were assessed for their relevance to the development of a practical emergency communication toolkit. For the purpose of selection relevance was defined by: (i) explicit focus on communication in emergencies; and/or (ii) adherence to well-established principles of C4D best practice, including engaging in formative media uses and behavioural and social research, disaggregating audiences, group-specific messaging, existence of quality assurance measures, promoting consistent messages and issues over multiple communication channels and rigorous monitoring and evaluation for lesson learning and program adaption.

2.6 Material not selected for inclusion in this literature is not reported in this review (for the sake of efficiency). Some material was of conceptual relevance, but offered little by way of practical tools and these are included towards the end of the review table at Annex 1. The search strategy and subsequent snowballing process sought material only from the period January 2004 - December 2013. This helped to ensure that literature was current and reflected the most recent developments in the delivery of humanitarian and emergency communication. Some resources had no publication date and were included for the relevance of their content. Only studies published in English were considered for inclusion in this literature review, though it is critical to note the important contributions of authors writing in languages other than English. The selection process resulted in 34 resources being selected for review.

3. Summary of Evidence

Emergency Communication

3.1 The evidence reviewed points to a divergence in approaches and understanding of what constitutes emergency communication. The bulk of explicitly emergency communication focused literature derives from developed world contexts and it constitutes a well-established approach with clear processes, practices and parameters. Emergency communication refers to the rapid conveying of emergency information through organisations and channels that have the capacity to immediately shift their focus. Publications from CDC (Ref. 5), Australian Government (Ref. 9), US Department of Homeland Security (Ref. 29) and WHO (Ref. 32) are principally focused on rapid mobilisation of an information response to an emerging crisis, i.e. a terrorist event, flood, bush fire or disease outbreak. The provision of accurate and verified information is critical, but within the bulk of evidence that falls within the 'emergency communication' field there is less concern with formative research, behaviour and social change and impact evaluation over the primary function of the timely provision of information by credible sources.

3.2 In the literature that focuses on developed world settings the principle focus of emergency communication is on risk avoidance, responding to danger and evacuation. The primary goal of most emergency communication frameworks is to invest in extensive preparation, i.e. 'know your emergency plan', and during the crisis event, the goal is to get 'at risk' populations to 'act now'. This is captured by the CDC (Ref. 5) in their comprehensive emergency communication manual, where the state:

- Be first;
- Be right;
- Be credible;
- Express empathy;
- Promote action;
- Show respect.

Finally, with their ability to mobilise social media channels quickly developed world emergency communicators are quick to establish a dialogue with 'at risk' populations, which aids both accountability and the provision of information in real time. This is increasingly becoming the case in much of the developing world, as the example of the 2010 Haiti earthquake response has shown (Ref. 12). However in contexts with limited Internet and mobile telecommunications access to new ICT-driven responses remains some way off (Ref. 14).

3.4 C4D resources that focus on emergency communication in the developing world tends to advocate a far broader role, from early warning of impending disasters to promoting community responses to the resulting health, social and infrastructural problems that they bring. The bulk of literature that focuses on emergencies in the developing world tends to prioritise well-known C4D principles and processes such as formative research, audience segmentation, multiple context-specific messages, multi-channel dissemination, ongoing evaluation, pretesting, content revision and so on. The literature is geared towards a few core functions, which include:

- Rapid communication context mapping;
- Emergency communication in immediate response to a disaster, focus on mobilising media, emergency management plans and communicating warnings and generic messages;
- Understanding diversity of risks and promoting behaviour change through targeted thematic and sectoral communication interventions, especially in the preparatory and post-emergency phases;
- Promoting the role and function of humanitarian assistance (in accordance with the accountability for affected populations framework).

3.5 The C4D literature examined fell into both the emergency and non-emergency bracket, but differed little in the detail and complexity of approach beyond the need for more urgency in emergency situations. Again the tension between the narrowly targeted emergency communication literature and the broader C4D approach resides in a difference of perspectives about the role of information and communication, with the former seeing it as a routine asset that is provided like any other asset during an emergency, whereas the C4D approach is one that is driven explicitly by evidence and the impetus to prove impacts (i.e. behavioural or social change). Many of the tools and frameworks examined failed to recognise the difficulties of developing a C4D approach within an emergency situation and few make detailed statements of how and when the approach should be modified to ensure staff remain safe in the face of an emergency.

Theoretical and Methodological Focus

3.6 Much of the literature that focuses on emergency communication has no clear theoretical framework or methodologies associated with them; an exception would be the CDC manual (see Ref. 5) and US Department of Homeland Security material on risk (Ref. 29) . Despite

caveats concerning dialogue this literature is largely written from the standpoint of governments informing citizens without an underpinning formative research or evaluative process. The C4D material is more closely linked to behavioural, psychosocial and social frameworks and also promotes methodological tools that are capable of generating data on knowledge, attitudes, practices and behaviours, as well on media uses, preferences, media sectoral data, capacity needs and policy and legislation.

3.7 In the non-emergency resources (with the exception of UNICEF material) theoretical frameworks tend to dictate the types of methodological tools promoted, with social change approaches employing purely qualitative methods and those promoting BCC suggesting more multi-method approaches based on quantitative KAP surveying and qualitative behavioural assessment, often achieved through focus groups and/or in-depth interviewing. In addition, focus groups are used extensively to monitor message relevance and the quality/clarity of outputs in testing processes. Generally, quantitative KAP surveying, while capable of telling you if KAP variables are positively increasing tends not to be capable of supplying the subtle data on risk or behaviours necessary to developing a context-relevant communication strategy or to localising generic message sets. Further, KAP surveying may not be able to provide a causal link between communication and shifts in KAP variables, especially in complex media environments. In an initial emergency situation it could be argued that such considerations may not be as important as getting the message out and across concerning the scope of the disaster or risk avoidance, but may come into its own as the emergency progresses.

3.8 While KAP has its problems, it is easy to conduct and can yield robust data based on small randomised datasets. Qualitative methods such as focus groups, participatory methods and individual interviewing on the other hand, can also yield subtle data of great use to developing communication strategies and can be used to compliment, inform and contextualise KAP, risk and behavioural data, providing security conditions allow. It is important to recognise that data collection may be difficult to conduct in emergency settings, especially where conflict is present. The development of an optimal mix of methods for inclusion in the UNICEF toolkit will require field-testing, but at minimum should include a mix of KAP surveying (quantitative data), focus groups (behavioural data & QA processes), individual interviewing (risk data, behavioural data and advocacy development) and a range of rapid participatory tools.
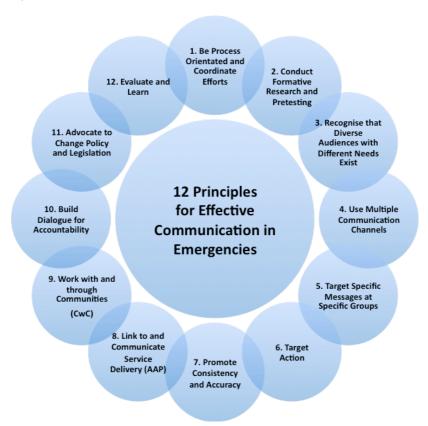
Focus on principles/steps

3.9 Many of the toolkits and resources examined in this review contain either: (i) overarching sets of humanitarian communication principles that help define the whole resource: (ii) principles that guide each substantive section, tool or approach; or (iii) both. These include:

- Crisis affected people; households and communities are best placed to articulate their humanitarian needs;
- Strengthening effective communication systems and enabling genuine participation result in more positive humanitarian outcomes;
- Messages from humanitarian community should be coordinated, based on available information and build on existing best practice;
- All needs assessments should have questions related to communicating with communities;
- Government ownership/involvement is ideal but not a precondition;
- Strategies for Communication with Communities (CwC) should evolve over time and remain responsive and relevant;
- Ensuring that all groups especially the most marginalized/at risk are represented in 'the community'.

These, and other principles identified in the literature review, such as those associated with the AAP and CwC principles can combine to make a powerful statement concerning the values that the toolkit seeks to promote. The principles identified should focus explicitly on

what is achievable within the timeframes that the toolkit speaks to, i.e. emergencies (see section on timeframes).

3.10 Within many of the toolkits/resources examined sets of C4D principles accompany each section. Principles identified in the literature include, but are not limited to the following:

12 Principles for Effective Communication in Emergencies

1. Be Process Orientated and Coordinate Efforts
2. Conduct Formative Research and Pretesting
3. Recognise that Diverse Audiences with Different Needs Exist
4. Use Multiple Communication Channels
5. Target Specific Messages at Specific Groups
6. Target Action
7. Promote Consistency and Accuracy
8. Link to and Communicate Service Delivery (AAP)
9. Work with and through Communities (CwC)
10. Build Dialogue for Accountability
11. Advocate to Change Policy and Legislation
12. Evaluate and Learn

Not all of the above principles necessarily equate to strategy development steps, but most of the literature reviewed contains these or very similar principles/steps. UNICEF's Cholera Toolkit (see Ref. 11) contains a number of useful appendices (7A – 7H) that cover a similar range of principles/steps, including the 'basics of communication approaches', which provides a succinct communication plan template, a preparatory work plan template, communication methods/channels, key messages/actions/behaviours, community beliefs and perceptions, working with communities, and an IEC work plan template. This material is detailed and could be slimmed down to provide a body of tools that have wide applicability. Finally, the principles outlined above are cross-cut by the critical need to build the capacity of local communication practitioners to respond to emergencies with evidence-based initiatives, as well as the need to mainstream an appreciation of gender and disability in all practice (Refs. 10, 19 & 25).

3.11 The principles-based nature of the toolkits and resources examined is supported by evidence emerging from the academic literature reviewed (see Refs. 22, 28 & 29). THis literature helps us to further define the range of contextual and practice factors that frame, affect and constrain C4D interventions undertaken during emergencies. This literature identifies that while different initiatives can be pursued in different conflict or humanitarian situations, a close understanding of context and the factors that can both positively and negatively influence communication should drive the direction they take and their content. While identifying influencing factors that affect C4D implementation is critical to effective practice, the academic literature also highlights a need for early, thorough and longer-term commitments to C4D interventions in emergency situations. This will enable the cycle of preparation, response and recovery to by fully addressed. Early communication intervention can help reduce tension, promote reconciliation, reduce risk and vulnerability, but also enable development and humanitarian agencies to be better placed to address situations that may escalate into open conflict because efforts have been made to build response capacity. A list of programmatic and contextual factors is identifiable within the literature and can be broken

down into: (i) identified frameworks, theories or approaches; (ii) facilitators; (iii) obstacles; and (iv) outcomes (see Ref. 22). These are summarised below.

Framework	Facilitators	Obstacles	Outcomes
- Behaviour change communication (BCC) - C4D - Capacity strengthening - Civic education - Media strengthening - Edutainment - Participatory approaches	- Culturally appropriate media content - Understanding the cultural context - Understanding the institutional context - State media - Telecommunications - Multi-channel communication - Participatory media - Sustainability planning - Long-term commitment - Building digital or media literacy - Gender equality - Local ownership - Local participation	- Contextual constraints - Digital divide - Information divide - State media - Media bias - Hate media - Weak evidence	- Conflict reduction - Peacekeeping - Reconciliation - Dialogue - Social action - Behaviour change - Risk Reduction - Prevention

3.12 The findings associated with the academic literature supports the need for C4D in emergency situations to adhere to known C4D effectiveness principles and practices wherever possible. The literature highlights that effectiveness and therefore impact is generated when a significant commitment to generating formative assessments of context (risk, behavioural, socio-cultural) is pursued. Many similar principles are reflected in the organisational literature on emergencies examined. In this respect, the organisational literature and academic literature reviewed closely support each other.

Messaging

3.13 The literature on emergency communication is dominated by information giving and communicating official verified updates and public warnings. For example, the Australian Government (see Ref. 9) focus on messaging is geared towards promoting consistency and accuracy, but towards creating a dialogue (which is increasingly pushed through social media, but also interpersonal, peer and social mobilization mechanisms). It suggests:

- Don't make assumptions;
- It is a dialogue with the community, not a command situation;
- Responding to warnings is a process, not a single step;
- Recipients of the message will have a need to confirm the message before they are likely to take action;
- Consistency is critical;
- Accuracy is important;
- Be as specific as possible;
- Don't leave gaps;
- If people are likely to be familiar with previous similar emergencies, use these to 'benchmark' the impending situation;
- Recipients may be getting the messages under conditions of stress;
- Where the target audience includes people who do not speak English as a first language there may be a need to simplify word choices.

3.14 While this type of messaging is important, UNICEF and its partners are dealing with a wider set of issues that is highlighted by the Pacific Humanitarian Protection Cluster (see Ref.

8) who provide a list of generic messages covering:

- General Protection in Disasters;
- Psychosocial Impacts;
- Protection of Older People/People who are Sick or Injured/People with Disabilities;
- Protection against violence and abuse;
- Child Protection;
- Environmental Hazards;
- Staying in Evacuation Centres;
- Children & Youth in contact or conflict with the law.

3.15 Existing UNICEF publications and resources, as well as resources such as the infoasaid database of generic messages, provide sets of messages that are important for communication practitioners to access during acute emergencies. These message sets can be built upon and explore issues central to UNICEF's mandate such as health, nutrition, water and sanitation (Refs. 10, 11 & 17). Many messages concerning issues such as health may not change from context to context, but it is also important that messages are contextualized wherever the conditions allow and link to real service delivery. Increasingly, the focus of accountability frameworks has been on ensuring that the scope of HA is communicated in its own right. This means that the promotion of HA increasingly must sit alongside, BCC or action focused messages, as well as advocacy messages, if communities are to be fully included in humanitarian processes.

3.16 While there are risks in promoting generic message sets (i.e. may prevent localization), they may be essential in the initial weeks of an emergency. Finally, a web/app version toolkit could allow a user to select specific message sets based on the challenges faced, with the strategy development process required a minimum degree of local adaptation. Therefore it is critical that the toolkit provides core message sets, but also promotes simple C4D methodological tools such as surveys, focus group instructions and participatory tools that enable users to define, develop and test their own messages.

The role of new technology

3.17 There is a growing body of work on the role of social and mobile media in the context of emergencies. The recent Haiti earthquake, Japanese Tsunami and Arab Spring crises have highlighted the emerging role of social and mobile media in linking citizens and in promoting and sharing citizen media, commentary and community action in response to conflict and disasters. Much social media communication is beyond the influence of humanitarian assistance agencies and users tend to trust peers, rather than organizations. For example, across the Arab world recent political turmoil has given rise to social media 'super-users' who are private individuals that have significant influence amongst their followers (Ref. 14). Many humanitarian organizations lack the capacity to meaningfully engage in social media strategies in either an emergency or development context.

3.18 The resources (both emergency and non-emergency focused) examined in this review identify the role of social and mobile media as valuable channels of communication, but offer little concrete guidance on how channels such as social media can be mobilized. This is an emerging field and while debate concerning new ICTs and humanitarian assistance has centered on the high-profile use of crowdsourcing and crisis mapping in contexts such as Haiti (following the 2010 earthquake), many smaller scale emergencies occur in countries that do not have the same levels of infrastructure or ICT access (Ref. 23). Further, practices such as crowdsourcing data can lead to information overload and there is a concern within the literature over how the crisis mapping community and humanitarian assistance sector can more efficiently interact (Ref. 12 & 13). Telecommunication systems are a critical backbone of many disaster responses, but often fail in the immediate aftermath of an emergency. While not over-hyping the role of new ICTs, the UNICEF toolkit will need to be alert to digital inequality issues, while promoting increased use of new ICT-driven tools and channels. New ICTs offer new ways of working, collecting data, sharing information and communicating alerts that current resources cover quite poorly.

Timeframes

3.19 Several of the emergency communication sources, including those from CDC and WHO, suggest a timeframe to emergency communication that is linked to service provision/response standards (a key aspect of accountability). WHO suggests a timeframe that reflects action in the immediate 12, 48, 72-hour period following an emergency, then again in the 5, 7, 15 and 60 day periods. During these periods different health aspects of the disaster are addressed (Ref. 5 & 32). CDC suggests a focus on the immediate 24 hours prior to the onset of a disaster (if possible), 1-3 days after a disaster, 3-7 days after, 1-4 weeks after and the one-month plus period. From a communications perspective these time frames help to divide responses between the rapid provision of generic warning messages to more specific messages that addresses issues (such as health or WASH) in the period immediately following the disaster. These messages (depending) on context, have the potential to link to rapidly collected behavioural/information needs data and can have basic quality assurance measures such as pretesting and revision of messages/materials applied to them prior to dissemination.

3.20 The C4D-focused resources do not focus heavily on differentiating their actions according to such timeframes and there is a limit to how prescriptive a toolkit can be in terms of trying to second-guess how an emergency will unfold (though some resources do just that - see Ref. 5, page 80). To aid clarity of purpose, fewer rather than more phases would help make the UNICEF toolkit more accessible to users. The question of where the C4D approach adds value is important to a consideration of emergency timeframes. Most C4D-focused resources address the pre/post aspect of emergencies better than the acute emergency phase itself, which is more concerned with rapid information provision of generic messages or warnings. Where good preparatory work has been conducted context specific messages may already exist, however, humanitarian assistance tends to be reactive and good preparatory work often does not occur.

3.21 C4D tools and resources are most often focused on chronic onset emergencies, such as civil unrest, long-term health crises or post-disaster/conflict recovery, rather than on acute emergencies/open conflicts. It could be argued that enough resources already exist to address the slow-onset communication dimension. What is currently lacking is a light version of C4D that can be used during rapid onset emergencies and which, adheres to minimum C4D standards. Within such a resource it may make sense to differentiate between different types of emergency, i.e. natural versus manmade. This could enable different types of communication to be prioritised that are relevant to the issue at hand, i.e. warnings/take action for natural disasters versus dialogue for conflict reduction/peace-building. However, trying to make the UNICEF toolkit cover too many bases could be a significant error given the wide availability of high quality existing UNICEF and Red Cross BCC resources (Ref. 10 & 7).

Quality assurance

3.22 Few of the emergency communication resources (the exception being the large CDC manual) advocate significant quality assurance measures. The generic nature of message giving and lack of focus on understanding risks, behaviors or impacts works against a rigorous quality assurance (QA) approach. The material that falls into the C4D category has significant sections on linking formative research to message development and the development and pretesting of communications materials. Ensuring that minimum standards for quality assurance are applied to emergency communication is important and this is where the toolkit can 'add value' to humanitarian assistance processes, i.e. be being light and lean enough to be used in practice.

3.23 Promoting clear communication effectiveness principles will also help to ensure that any messages communicated are clear, relevant, do not offend or cause confusion. Sending confusing or inappropriate messages can harm humanitarian assistance processes and lead to a loss of trust in humanitarian organizations and weaken accountability. The review has identified a wealth of tools that can be developed and refined, into short simple guidance (see Ref. 2, 8 & 11).

Accountably to affected populations and resilience

3.24 The agendas of community resilience and accountability to affected populations are at front and centre of the humanitarian community's policy agenda. The Catholic Relief Service (CRS) useful 9-step toolkit is an excellent resource that directly speaks to the accountability issue and from which the UNICEF toolkit development can draw guidance (Ref. 2). The AAP agenda brings an extra challenge as it is geared towards communicating the broad agenda of humanitarian assistance, rather than sectoral or thematic issues (where most of UNICEF's focus resides).

3.25 The issue of resilience can be addressed at a broad principle level and commonsense suggests that if communication promotes increases in protective KAP variables then an outcome could be increased community and/or individual resilience. However, such variables first need to be more clearly defined. Few resources examine the role of communication and information as core protective assets (Ref. 8 & 29). There is conceptual mileage in conceiving information and communication as a core protective asset for vulnerable people because it can function to lessen risk and promote protection (especially for groups such as children), which can then be linked to existing social protection message sets (Ref. 8). A key question for the resilience approach to ultimately answer (though not in the context of the toolkit) is that if, as we know, behaviour change is subject to socio-cultural constraints, who is made more resilient and how? Is there inequality in the resilience built at community level and to whom does resilience accrue? To answer some of these critical questions separate work on what qualities and capabilities C4D helps to build in the area of resilience and how these may be measured needs to be undertaken.

Accessibility of Existing Resources

3.26 The literature reviewed spans short and concise tools advocating varying numbers of practical steps (i.e. the CRS 9-step toolkit at 50 pages) to extremely long and detailed 'how to' manuals some of which extend to over 440 hundred pages (Ref. 2 & 5). UNICEF's own *BCC in Emergencies* manual runs to 237 pages (Ref. 10). In contexts characterized by conflict and rapid onset disasters the lengthier material is less likely to be used as practical field-based reference guides. Here speed and clarity are critical. The succinct CRS toolkit and the Annexes of the UNICEF Cholera Toolkit are an excellent place to start in seeking out essential tools (Ref. 2 & 11). UNICEF has an excellent body of existing C4D resources and tools and the key is to present them in an accessible format that is light, adheres to some core C4D principles and is pragmatic.

3.27 The best resources provide lists of questions and simple methodological tools and are geared towards an evidence-based communication strategy being developed as a result of engagement with the resource, i.e. they ask questions that demand answers and require users to complete sections (Ref. 17, 2 & 27). All toolkit-type resources examined are available in print or online as PDF documents. None examined offer a web or app-like experience. With the use of drop down menus that allow users to select the type of emergencies they are facing, unnecessary text on other types of emergency or generic messages can be excluded. Such an approach would help to make the user experience light, but may exclude users who only have access to a paper version. Many of the resources include a facilitator's guide of some description, for workshopping the development of the strategy/plan. Others, such as the CRS guide, which is focused on the broad role of communicating humanitarian assistance, can be broken down into two documents one that contains a 'super-light' 9-step strategy development process that can stand alone, and one where it is included with supporting text (Ref. 2). A web/app type document would allow users to engage in support material or ignore it depending on need/experience.

3.28 Consideration of the accessibility of existing resources inevitably results in a focus on who the audience/user of the toolkit will be. The current complexity and length of many existing emergency and non-emergency resources may hamper their usability, though such use data is difficult to find. Commonsense suggests the lightest and leanest resources will

have most practical value, but a balance needs to be struck between lightness and ensuring relevance to the broader family of UN organizations, INGOs and NGOs. A light resource may also be of relevance to community-based organizations. Finally, the structure of existing resources is very much geared around highlighting communication effectiveness principles, providing question sets to guide strategy development, provision of message sets to aid initial communication, but also the provision of methodological tools and QA mechanisms to ensure that communication strategies are localized and made relevant to at risk populations.

4. Conclusion

4.1 This review has covered a body of evidence derived from organisations with a mandate for humanitarian protection and the delivery of assistance. It has identified a number of key findings and these are set out in the Executive Summary. The objective of the review has been to identify what existing approaches and tools tell us about how a concise and practice focused communication for humanitarian assistance toolkit might be developed and what it should contain. The annex set out below provides a wealth of data and examples that can be drawn out and included in the toolkit. Finally, a number of limitations were associated with this review. The brief timeframe allocated to the review meant that it was necessary to focus mainly on practice literature and literature that was current.

4.2 The recommendations associated with this review cluster around the key themes addressed in the main text:

Emergency Communication Focus:

- There is clear value in UNICEF maintaining a focus on essential C4D principles within its emergency communication toolkit resource, albeit in extremely light form. UNICEF's comparative advantage lies in approaches that target risk reductionl, behaviour change and social action.

- Use of the 'emergency' tag in previous UNICEF C4D publications has caused confusion for users from other organisations because the approach advocated is not timebound or rapid. The UNICEF approach has been to promote substantial and rigorous C4D guidance in for use in emergencies, rather than promoting a radically slimmed version of the C4D approach that is simple and accessible. Simplicity (with rigour) and conciseness will likely result in the biggest uptake for the resource;

- Partnering with organisations that have produced resources in the field already, such as infoasaid, CDAC Network and IFRC will help ensure that these high quality resources are adapted and made more widely available;

- The C4D toolkit should include a short section on recognising and negotiating risk to enable practitioners to make sensible choices, while pointing them to alternative data sources or methods of field data collection/testing (some driven by emerging ICTs). Existing resources cover aspects of risk quite poorly;

- The toolkit should cover in modest detail the transition to from preparedness to emergency and the transition from emergency to longer-term support and recovery. This will help to limit the scope of the resource, but also help users to identify when things have changed and point them to resources that can help. There is clear merit in focusing on a discrete timeframe (see below) and promoting a more rigorous C4D approach. There are many high quality resources that address preparedness and recovery, but few that offer a rapid C4D-focused approach for acute emergencies.

Theoretical and Methodological Focus:

- Prioritise rapid formative data collection for strategy design and development. Ensuring the relevance of communication design, appropriateness of messages, various

channels/mechanisms employed and quality of outputs is critical to overall effectiveness. Investment in formative processes is critical. Emergency communication resources place value in getting information out and dialogue going, but place little emphasis on understanding impacts (often because many emergencies are short-lived, especially in the developed world from where the bulk of the literature emanates). While it is important to understand impacts, impact evaluation processes should be realistic and 'doable' within the given context and not place evaluators at risk;

- The toolkit should include focus groups, key informant interviews and a range fo participatory methods that compliment quantitative KAP surveying. This will help to ensure effective quality assurance mechanisms are put in place and subtle risk and behavioural data is secured;

- Engagement with more extensive ethnographic qualitative methods should be avoided for practical reasons of risk, lack of synthesis and analysis capacity in many organisations and its time-consuming nature.

Steps/Principles:

- Resources that have clearly definable steps that are geared towards generating a specific component of a communication strategy will have more applicability in context;

- Initial work on toolkit development should prioritize collating existing material/tools/steps (identified in this review) to form a selection that can be simplified and reduced;

- Principles should target formative research, targeted messages at specific risk groups, multi-channel and multi-level communication (from mass media, community mobilization and advocacy) and promote technological innovation, and evaluation (if practical).

Messaging:

- Building a bank of generic messages (from existing resources such as infoasaid and UNICEF sources) is essential to the rapid deployment and useability of the toolkit;

- Messages should cut across HA delivery, prevention, risk reduction, behaviour change and advocacy;

- Building in a process for considering message localization will help stop the toolkit becoming a prescriptive resource that is used uncritically.

New Technology:

- Integrate role of new ICTs throughout the toolkit, especially in the areas of data collection, KAP and emergency SMS messaging. Do not build a separate section relating to new ICTs.

Timeframes:

- Chose a realistic emergency timeframe to ensure that fewer rather than more steps are included in the toolkit. The CDC 4-step cycle of 1-3 days after a disaster, 3-7 days after, 1-4 weeks after and the one-month plus period is more practical and is therefore preferable;

- The toolkit should only cover acute/rapid onset emergencies (potentially divided between natural and manmade emergencies) and not try to cover more mainstream development processes. This will help focus the resource and keep it light.

*Quality Assurance***:**

- Include simple QA tools throughout to aid message development and output testing in particular. These can link to and support communication effectiveness principles to ensure that as users work through the toolkit they absorb some of the essence of what a C4D

approach is seeking to promote.

AAP & Resilience:

- Include resilience within the toolkit overview as a brief framing theory that helps tie the wider humanitarian communication objectives together. Here resilience could be linked to the notion of communication as a protective asset.

- UNICEF should further explore the concept of resilience in the context of C4D approaches to ensure that a rigorous data-driven link is established between communication and increased resilience, as it is a multifaceted asset that reflects multiple socio-cultural constraints.

Accessibility of Resources:

- Develop a paper and web/app version of the toolkit, both of which are geared towards the production of a defined emergency communication strategy that can be adapted as needs change. This will ensure widest coverage of potential audiences;

- Each section or step should have a consistent format, with: (i) communication approaches and principles; (ii) question sets that with help users generate answers that can be used to flesh out their strategies; (iii) simple methodological tools that enable these questions to be asked; (iv) simple quality assurance tools that help user ensure relevance. In addition, simple objective setting and M&E steps can be promoted;

- Limit the scale of the resource (i.e. no more than 30 pages for the 'super-light' tool and no more than 50 pages for the longer version) to ensure that it is light and focuses only on the essential methods, tools, principles and quality assurance mechanisms.

Annex 1: Summary of Included Literature

	Title, Author and Link	Year	Focus	Assessment
1	*Disaster Preparedness for Effective Response*, United Nations. http://www.unisdr.org/files/2909_Disasterpreparednessforeffectiveresponse.pdf	2008	Focus on disaster preparedness for increased resilience.	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 to incorporate risk reduction approaches into the implementation of emergency preparedness, response and recovery programmes. The report targets: - 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 report places a significant emphasis on preparedness, which from a communications perspective includes formative mapping of communications environments, media strengthening, behavioural assessment and emergency response planning.
2	*Communication Toolbox: practical guidance for program managers to improve communication with participants and community members*, Catholic Relief Services (CRS). http://www.crsprogramquality.org/storage/pubs/general/communication-toolbox.pdf *Develop a Communication Plan in Nine Steps,* Catholic Relief Service (abridged version of above focusing just on the 9-steps). http://www.crsprogramquality.org/storage/pubs/general/communication-toolbox-template-develop-a-communication-plan.pdf	2013	Rapid onset disasters, emergency contexts in the developing world.	This is an outstanding resource in both its clarity and practicality. The approach emerged from lessons learned during the 2010 Haiti earthquake response and is heavily guided by notions of accountability to affected populations. In doing so, it poses some initial key questions about communication in the context of humanitarian relief programs and whether they are accountable to the people they target. The focus is less on BCC and more on communicating about what programs are doing in order to build trust and confidence (see page 8 which looks at the type of information that the resources suggests should be shared). The resource offers 9 templates, presented as a series of steps, with key questions, simple tools and additional resources listed. Each step/template provides space for program managers to add detail. The nine steps include: - Identify your objectives; - Choose your target audiences; - Design your key messages;

				- Select your communication methods; - Plan for two-way communication; - Establish your time frame; - Draft a budget; - Implement the plan; - Monitor the results and look for ways to improve. There is a strong focus on dialogue, another key tenet of accountability communication. The nine steps offer potential for adaptation to address/include more of a BCC-focused approach, alongside an accountability approach. The second part of the resource is a facilitator's guide to developing a communication plan. This section provides a number of useful checklists and is focused on program staff and the issue of how programs will be communicated, rather than on behavioural aspects. The facilitator's guide poses a number of questions that centre on various aspects of the 9-step communication design process (above). It also contains some succinct 'how to' resources, such as how to hold a community meeting, how to develop materials and messages, as well as the pros and cons of various communication channels. Finally, some useful checklists are supplied that address minimum standards of communication during humanitarian emergencies.
3	*Communication for Development Rapid Assessment Tool*, UNICEF. http://www.unicefinemergencies.com/downloads/eresource/docs/Communication%20for%20Development/C4D-RapidAssessmentTool.docx	2011	Emergency contexts in the developing world.	This short 7-page resource provides a brief overview of some of the questions communication planners/designers might ask in response to an emerging crisis. The resource take the form of a blank communication plan with spaces to be completed concerning the behaviours targeted, target audiences, the capacity within the community that can be mobilised and the communication channels to be used. The resource is conventional in its approach and does not cover new media adequately. Like other resources it covers some of the basic areas of communication planning and design, but leaves other areas not covered, i.e. M&E or message development.
4	*Accountability to Affected Populations*, Inter-Agency Standing Committee. http://www.fao.org/fileadmin/user_uploa	2013	Role of communication in promoting accountability to	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

	d/emergencies/docs/IASC%20AAP%20 Operational%20Framework%20March %202013.pdf		disaster-affected populations.	initiatives to promote awareness of aid delivery objectives, as well as on the scaling of emergency/risk reduction communications. Though not offering a specific tool, the essence of the framework is best captured in the CRS nine-step toolkit, which provides a solid design pathway for developing communications that help build accountability with affected populations.
5	*Crisis and Emergency Risk Communication*, USA Department of Health and Human Services and CDC. http://emergency.cdc.gov/cerc/pdf/CER C_2012edition.pdf	2012	Focused on emergencies, principally targets USA.	This resource is extremely comprehensive, but at 440 pages far too long to be a practical field tool. The publication sets out some guiding principles (page 2) that are useful, these are: - Be first; - Be right; - Be credible; - Express empathy; - Promote action; - Show respect. Pages 5-9 offer clear definitions of risk, crisis and emergency communication. Pages 10-16 provide a detailed assessment of the communication cycle typical in disaster response. Following these useful definitions a section detailing the psychological role of communication during disasters cover how communication can act both as a critical lifeline for affected population, but also negatively affect them (i.e. irresponsible communication). In terms of messaging, the guide notes that during emergencies affected populations: - Simplify messages; - Hold on to current beliefs; - Look for additional information and opinions; - Can believe the first message delivered. Pages 30-40 provide additional clarification on how emergency communication can help support positive action. Subsequent pages deal with the different audiences/target groups for emergency communication. A useful graphic is provided on page 56 that addresses elements of successful communication. Pages 56-59 provide some good principles for emergency message development. Subsequent material addresses the role that cultural context plays in affecting communication and the need to

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<tr><td></td><td></td><td></td><td></td><td>develop effective audience feedback loops (though little detail is provided at this stage in terms of method).

The issue of staging of the communication initiative is usefully addressed on page 80, where an example of the different types of dissemination that occurs in the immediate 24 hours prior to the onset of a hurricane, in the 1-3 days after, 3-7 days after, 1-4 weeks after and one month plus period. Within each of these periods different issues may be covered, i.e. immediate and emerging health issues.

Subsequent sections address the development of a crisis communication plan, though at a high level of sophistication, i.e. US Government level. It goes on to detail the role of spokespersons in detail, as well as working with different sections of the media. Chapter 7 on stakeholder and partner communication usefully sets out some useful material on advocates and adversaries and Chapter 9 cover the emerging role of social and mobile media in reasonable detail, though more recent resources offer better analysis of the pros and cons of utilising new media.

Overall, the level of detail in commendable, but would be extremely daunting to many UNICEF partners seeking a useful and rapid communication planning and design tool to support their emergency communication work. Lastly, though framed within a discussion of the psychology of risk and crisis and the role that communication plays, there are few references to BCC or social change.</td></tr>
<tr><td>6</td><td>*Monitoring and Evaluating Information and Communication for Development Programmes*, UK Department for International Development.

http://www.oecd.org/dev/devcom/46388330.pdf</td><td>2005</td><td>M&E in the context of C4D initiatives. Non-emergency focus.</td><td>This resource does not have a specific focus on emergencies, but offers a very concise guide to M&E in the context of C4D programs. 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. The resource is broken up into a number of substantive sections, including:

- **Planning and Budgeting** looks at some initial methodology and budget issues, before posing a useful list of questions to consider during the initial M&E planning phase (page 11).

- **Formative Appraisal** examines a range of approaches to undertaking formative research, including KAPB, ethnography, participatory rural</td></tr>
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				communication appraisal and also rapid assessment procedures (RAP). The section links to external resources and offers limited detail.
				- **Process Evaluation** looks at a number of approaches to ongoing assessment of C4D, including market research, ethnographic action research, outcome mapping and participatory M&E. The resources lacks depth, especially in the area of setting objectives and indicators against which evaluation will occur. - **Measuring Impacts and Outcomes** looks at a limited range of impact assessment methods and tools including experimental impact studies (poorly titled) that covers various forms of random surveying (pre, post, post-only, time series, etc.) and the most significant change approach which is a useful qualitative assessment tool that asked primary stakeholders to assess what change C4D brought. - **Tools of Good Practice** is a useful resource that addresses simple methodology tools such as focus groups, pre-testing, observation and so on. A range of additional external links and resources are provided. The guide, covers the basics of M&E, but does not offer a 'how to' approach or recommend when to use certain approaches in certain situations, i.e. M&E in conflict situations places constraints on M&E that need to be recognised and demands simple and efficient tools that are sensitive to risk, i.e. rapid methods are preferred over long-term approaches such as ethnography.
7	*Communicating in Recovery*, Australian Red Cross. http://www.redcross.org.au/files/Communicating_in_recovery_resource.pdf	2010	Focus on post-disaster recovery, slight bias towards developed world contexts.	This is an outstanding resource that explicitly examines post-conflict recovery. The resource is long at 135 pages, which reduces its accessibility and practicality. The guide is framed with the notion that communication prior to during and after disasters helps to build community resilience and recovery. It is broken up into four major sections: - **Section 1: General Information** (poorly titled) covers much of the background to emergency communication, including key terminology. Pages 16/17 set out a useful graphic for recovery communication rules which are framed as a series of questions: (i) Is it relevant?; (ii)

Is it clear?; and (iii) Is it targeted? Pages 18/19 also set out some useful principles associated with communication with affected populations. Pages 28-31 address areas of needs assessment, which is set up through a list of questions posed concerning the context, stakeholders, objectives, methods and feedback. A useful example is also provided of what a need assessment looks like.

- **Section 2: Methods of Communication** 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.), e-mail newsletters, notice boards, newspapers, radio, SMS, websites, blogs, video and social media. There is a significant amount of detail associated with each 'method' and it may be useful for the UNICEF resource to link to this detail, rather than seeking to recreate it.

- **Section 3: Inclusive Communication** examines the different groups/focus areas that need to be targeted and discusses each in detail. Each sub-section is structured in terms of issues to consider in recovery, tips for including a focus on each group in communication and issues for consideration in needs assessment. Target groups/focus include: gender, indigenous populations, children, young people (12-25), older people, the physically impaired, those with cognitive and learning disabilities, people who are grieving and/or bereaved, those with literacy difficulties, those with an existing disadvantage (i.e. poor), religious groups, culturally and linguistically diverse populations (CALD) and displaced people. This section is extremely detailed, and should be used as a reference source for the UNICEF toolkit. The list of target groups is too extensive for consideration in developing world contexts, so would require slimming down.

- **Section 4: Additional Resources** provides a number of short sections that focus on humanitarian staff and specifically on: dealing with the media (i.e. journalists), the characteristics of key messages, how to write a media release and M&E.

The resource has limited theoretical framing and does not mention BCC

				specifically, though the tools and approach support a BCC-style approach. The resource does not offer a particularly clear process for communication planning, design, dissemination and evaluation and is over-designed and long. There are some useful tools and graphics relevant to the UNICEF toolkit and detailed sections that can support it.
8	*Quick Guide to Communication on Protection in Emergencies and Sample Key Messages for Protection*, Pacific Humanitarian Protection Cluster (PHPC). http://www.globalprotectioncluster.org/_assets/files/field_protection_clusters/South_Pacific/files/PHPC_Quick_Guide_Communication_Key_Protection_Communication_Messages_EN.pdf	2012	Rapid onset disasters, key messages.	This useful resource provides is 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. The guide focuses on the following areas: - General Protection in Disasters (page 4); - Psychosocial Impacts (page 5); - Protection of Older People/People who are Sick or Injured/People with Disabilities (page 6-7); - Protection against violence and abuse (page 7-8); - Child Protection (page 8); - Environmental Hazards (page 9); - Staying in Evacuation Centres (page 9); - Children & Youth in contact or conflict with the law (page 10). Prior to addressing the message sets, the guide examines target audiences, contextualising messages, ways (channels) via which messages may be communicated and an assessment of the risks associated with communication (i.e. will it do more harm than good). The guide covers a wide range of hazards and risks and makes specific reference to child protection. Message sets are broken up into different target groups (primary and secondary). At only 10 pages the guide is extremely helpful, but does not address methods and has no framing theory such as BCC. The focus is very much on information provision.
9	*Emergency Warnings: choosing your words*, Australian Government. http://www.em.gov.au/Emergency-Warnings/Documents/EmergencyWarningsChoosingYourWordsEdition2.pdf	2008	Focus on emergency messaging in the context of Australia.	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, including: - Don't make assumptions; - It is a dialogue with the community, not a command situation;

				- Responding to warnings is a process, not a single step; - Recipients of the message will have a need to confirm the message before they are likely to take action; - Consistency is critical; - Accuracy is important; - Be as specific as possible; - Don't leave gaps; - If people are likely to be familiar with previous similar emergencies, use these to 'benchmark' the impending situation; - Recipients may be getting the messages under conditions of stress; - Where the target audience includes people who do not speak English as a first language there may be a need to simplify word choices. Subsequent sections look at how to structure an emergency message and what kind of language should be used. These sections provide useful and highly detailed resource material that can support the UNICEF toolkit. This resource is only concerned with information provision and has no framing theory such as BCC or social change.
10	*Behaviour Change Communication in Emergencies: A Toolkit*, UNICEF. http://www.unicef.org/ceecis/BCC_full_pdf.pdf	2006	Emergencies in the developing world.	This resource provides a comprehensive overview of how to develop BCC in the context of emergencies. The toolkit begins with an explanation of BCC in emergencies, and links to rights based approaches. The approach targets preparation, social mobilisation and community responses to disasters. The approach, with its focus on BCC is aligned with C4D, rather than existing emergency communication approaches (which are more concerned with information provision). Following a brief introduction on how to use the toolkit, the resource sets out a range of natural disasters (South Asia focused), including floods, earthquakes, drought, cyclones, extremes of temperature and tsunami. Each of these is accompanied by a summary of the humanitarian consequences/outcomes. These highlight the potential scope of messages associated with each disaster. Pages 31-34 set out some useful principles, in line with similar resources and many of these centre on understanding information needs, behaviours, building partnerships and building dialogue with affected populations. A short section follows (pages 35-37) on the steps involved in developing a communication plan for emergency communication. This section is notable in its adherence to a BCC approach, from bringing all stakeholders together, undertaking rapid communication/behavioural

assessment, to determining SMART objectives, to designing, implementing, monitoring and evaluating the communication initiative. This differs from mainstream emergency communication in that it supports rapid assessment of behaviour, communication and information needs. The toolkit supports the notion that a BCC approach, albeit a rapid approach, could yield benefits to emergency communication. New technologies are adding to the potential for this approach to be realised, though in the developed world particularly the focus is very much on information giving rather than BCC.

Following a short section on communication channels, that omits new and mobile media; there is a useful section on children's participation in emergencies (pages 48-51). Subsequently, the toolkit focused on a number of key themes relevant to UNICEF, these being hygiene promotion, promoting breastfeeding, measles vaccination and Vitamin A supplements, safe motherhood, child protection and psychosocial recovery. These detailed section offer some key principles, some assessment tools (i.e. focus group ideas), as well as lists of key messages, communication actions (for initial and post-initial periods) and potential indicators for assessment. These sections are very detailed and offer lots of useful messages and actions, but there is a potential risk in this material being adopted as a prescriptive resource without the necessary BCC process to contextualise messages and responses.

Section 3 of the resource provides a range of tools including setting SMART objectives, collecting and analysing behavioural data, most significant change method, to range of participatory approaches to collecting data, material on M&E and on designing radio spots and print material. These tools are useful, but are not presented within a framework for developing a communication plan or strategy (unlike the Catholic Relief Service toolkit (see below). Also, the length of the document at 235 pages works against it.

Finally, the ability to conduct such an approach in an emergency situation may be hampered significantly by the emergency conditions faced. More material on risk and what essential steps need to be carried out to ensure minimum communication standards are met could help add a realist filter to the guide. Finally, most emergency communication material is not overtly concerned with measuring behaviour change outcomes. This is

				because either the emergency is over; that kind of data is a low priority, or there is acceptance that information provision/communication is a core asset within emergency responses and does not require any additional burdens of proof (as in C4D programs). Also, the ability to ascribe behaviour change to any one intervention is unrealistic, especially in contexts where multiple organisations promote similar messages or where access to new media (social and mobile) increases the complexity of the media environment and peer-to-peer communication. The value of rethinking emergency communication from a BCC/dialogue perspective is valid, but potentially is most applicable in a preliminary/preparatory or post-emergency context when the time and resources needed from the approach is available. New frameworks, such as the accountability for affected populations framework, is a communications approach that promotes dialogue. That given, some untangling of terms and approaches, especially over what emergency communication is and is not needs to occur. The guide would add value in the pre/post phases, but potentially has less practical applicability in a true emergency situation.
11	*Cholera Toolkit – Chapter 7: Communicating for Cholera Preparedness and Response*, UNICEF http://www.unicef.org/cholera/Cholera-Toolkit-2013.pdf#page=172	2013	Focused on cholera outbreaks, relevant to emergency situations.	This broad cholera focused resource has a section that focuses on communication, which is supported by a number of annexes. The chapter focuses on how to develop a communication strategy and provides a useful table with 7 steps that are process oriented from initial coordination to maintenance of the activities after the initial health crisis has receded. Sections follow this (with useful 'tips') on working with the media and developing messages and IEC materials. Finally a short section on community mobilisation is provided. The toolkit offers a number of excellent appendices, which could be reworked to form the basis of a simple step approach to communication design. Appendices 7A – 7H cover the basics of communication approaches, provides a succinct communication plan template, a preparatory work plan template, communication methods/channels, key messages/actions/behaviours, community beliefs and perceptions, working with communities, and an IEC work plan template. This material is detailed and though BCC focused offers such detailed scope that is may prevent localisation of messages. However, many health crises have generic messages on causation, symptoms and transmission that do not change regardless of context. For emergency communication these messages help organisations respond quickly. The annexes could usefully

				be reworked to provide a generic template for emergency communication strategy development.
12	*Humanitarianism in the Network Age*, UNOCHA. https://docs.unocha.org/sites/dms/Documents/WEB%20Humanitarianism%20in%20the%20Network%20Age%20vF%20single.pdf	2013	Focused on role of new and mobile media in humanitarian emergencies in the developing world.	This report examines how new communication technologies will affect the delivery of humanitarian aid. The focus includes the spread of mobile phones and the growth of social media and the Internet, which enables new forms of interconnection, much of it beyond the influence of humanitarian and/or development agencies. Analysis of emergency response reveals that poor information management has hampered effective action. During crisis rapid access to information is essential, and new technologies offer the chance to correlate and analyse large pools of information. GIS, crowdsourcing and crisis mapping of data enables information to be mapped, visualised and used to target aid flows. However, it is noted that these technologies carry the potential for error and manipulation, as well as security concerns around data access. Also, the amount of data being generated through crisis mapping and the increasing number of organisations involved in crisis response is leading to information overload. The report notes that humanitarian agencies must adapt to the idea of information as a basic need in a humanitarian response (which may change the emphasis away from BCC and especially searching for a causal link between information and action). The report concludes with recommendations and objectives for humanitarian organisations. These include (page 57): - Recognising information as a basic need in humanitarian responses; - Ensuring information relevant to humanitarian action is shared; - Building capacity with aid organisations and governments to understand and use new information sources; - Developing guidelines to ensure information is used in an ethical and secure manner.
13	*Disaster Relief 2.0: The Future of Information Sharing in Humanitarian Emergencies*, United Nations Foundation. http://www.unfoundation.org/assets/pdf/	2011	Web 2.0 technologies in the context of humanitarian assistance.	This report analyses how the humanitarian community and the volunteer/technology communities worked together in the aftermath of the 2010 earthquake in Haiti, recommending ways to improve coordination between these groups in future emergencies. The report recommends a five-part framework (page 45-46):

| disaster-relief-20-report.pdf | | | - A neutral forum to identify areas of agreement and conflict between international humanitarian systems and volunteer/technical community;

- An innovation space where new tools and practice can be explored as experiments, allowing for the failures that are a necessary component of learning new ways of working;

- A deployable field team with a mandate to deploy the best available tools and practices from volunteers/technical community to the field;

- A research and training consortium to evaluate the work in the field and to train humanitarians and volunteers/technicians alike in the best practices for information management in a humanitarian context;

- A clear operational interface that outlines ways of collaborating before and during emergencies, with agreed procedures for communication, shared standards for data exchange and an understanding of roles, priorities and capabilities.

The report notes that when respondents arrived in the Haitian capital they faced an unprecedented information gap and struggled to access even the most basic datasets. Against this backdrop volunteer and technology communities rushed to fill the information void through the leveraging of social networking and mobile phone based tools to aggregate, analyze and plot data about human needs. Under existing UN approaches, data is designed to flow through the humanitarian cluster (UN and NGO agencies) that are tasked with processing, analyzing and periodically briefing decision-makers at meetings and through situational reports. During the Haiti response, two new data in-flows were added to the system: (i) from volunteers and the technical community; and (ii) from the affected community of Haitians.

The report notes that should such communities continue to engage with humanitarian agencies in the future, they face the risk of overloading the system with too much information. This can result from four major causes:

- Capabilities of existing information management systems - The cluster system was neither structured nor given the resources and tools to |

				deal with the complex information dynamics it faced in Haiti. Information managers became overloaded by information due to a variety of structural issues, lack of resources and delays in information flows; - Volunteer and technology community unintentionally overloading the system - A growing number of volunteer and technical communities mobilised valuable tools for collecting, analysing and visualising data. Only an ad hoc means existed to make shared data useful to the field of emergency responders. As a result of this the information that was voluntarily submitted and the speed with which this was done, only served to exacerbate the sense of overload felt by information managers; - Disaster affected community data flow rate - The affected population became mobile-enabled, allowing for direct communication with emergency managers and an international audience. This resulted in hundreds of thousands of request for aid and assistance; - Expectations of what should be known in response operations have dramatically increased. It was expected that the formal communication system would have far better capacity in regards to dealing with the humanitarian response and demanded an unrealistic, comprehensive picture of the problem, hampered by a lack of technical resources and staff.
14	*Still Left in the Dark? How People in Emergencies Use Communication to Survive and How Humanitarian Agencies Can Help*, Policy Briefing No. 6, BBC Media Action. http://downloads.bbc.co.uk/mediaaction/policybriefing/bbc_media_action_still_left_in_the_dark_policy_briefing.pdf	2012	The role of new and mobile technologies in emergencies in the developing world.	This report explores the explosion in access to communications technologies among communities affected by disaster. It identifies the most important trends for humanitarian practitioners, including: - Growing demand for interaction: communication as a two-way process facilitated through social networking; - Social media use in emergencies: the increased influence of social media over more traditional flows of information and its incorporation into mainstream communication systems (citizen media); - Convergence of old and new: integration into existing information systems (such as the broadcasting of local radio stations online) and

				the use of social media to facilitate meaningful, real-time dialogue with communities;
				- The role of diasporas: as a key audience for local media, as well as a source of assistance during times of disaster providing information for those on the ground and seeking information about loved ones;
				- The role of the private sector: with the private sector taking on more of a 'donor role' that is often not recognized by the traditional humanitarian system. The private sector is capable of contributing a wide range of expertise, local knowledge and access to consumers.
				The report notes that communication has a strong psychosocial dimension. The benefits of effective two-way communication for organizations are large in comparison to an approach based on traditional information exchange. Increasingly, communities in emergencies are capable of leveraging communication technologies to organize their own responses. Communications enable survivors to connect with other forms of support (family, friends), mobilize help and organize their own relief effort in real-time.
				The paper argues that the changing communication environment emphasizes the need for humanitarian agencies to take steps and adapt to new technologies. It is suggested that a number of steps are needed to ensure adequate consideration of the new communication landscape by concerned agencies:
				- The hiring and resourcing of dedicated communication staff; - Recognition and prioritizing of local skills; - Cooperation with the private sector; - Analysis of the communication landscape; - Consideration of entire populations rather than just direct beneficiaries; - Focus on meaningful interaction rather than message delivery; - Attempts to listen to local media, social media etc.; - Need to overcome fears surrounding feedback; - Recognition of the continuing importance of face-to-face communication; - Adoption of a multi-channelled approach to information sharing;

				- Improved monitoring and evaluation mechanisms; - Emergency support for emergency communication.
15	Behaviour Change Through Mass Communication, AIDSCAP, FHI 360. *http://www.fhi360.org/sites/default/files/media/documents/AIDSCAP%20-%20Behavior%20Change%20Through%20Mass%20Communication.pdf*	N/A	Focus on BCC in context of HIV and AIDS in the developing world. Non-emergency focus.	This resource provides a very simple, but traditional approach to communicating around the issue of HIV and AIDS. Though there is not publication date, this guide has been used for a number of years and has been widely employed due to its highly accessible nature and simplicity of format. The tool employs a BCC perspective and begins by providing a simple overview of what mass media can do and what channels can be employed to target specific groups. The tool is set up around a number of objectives, i.e. targeting policy makers or at risk populations and also provides 'tips' for developing radio and television PSAs, as well as print materials. The guide looks dated in comparison to more recent offerings by the likes of UNICEF or CRS, though promotes some well-known C4D principles.
16	*Media Development Indicators: a framework for assessing media development,* UNESCO. http://unesdoc.unesco.org/images/0016/001631/163102e.pdf	2008	Relevant to contexts in which civil unrest or post-conflict recovery is occurring.	This guide sets out a comprehensive list of media development indicators that are of particular relevance to contexts that are experiencing civil unrest or post-conflict recovery. The guide identifies a broad range of indicators that particularly relate to media regulation and responsibility. The indicators are organised around a number of categories, with categories 1 and 3 being most relevant to emergency communication. Category 1 indicators cover freedom of expression, pluralism and diversity, which plays an important role in supporting the observance of rights. Category 3 looks at media s a platform of democratic discourse and includes a focus on regulation, impartiality, fairness and trust. Again, these are critical qualities that help reduce the potential for hate speech and inflammatory media. While not of immediate relevance to emergency communication, they point to the broad scope of challenges associated with strengthening the media sector in fragile states, a key aspect of which is building capacity of the media to respond effectively and impartially to crisis. Inclusion of a modest focus on the policy and legislative context for media and telecommunications is essential to emergency communication as telecommunications are increasingly being used as frontline communication and data collection tools.
17	Library of Generic Messages and User Guide, Infoasaid, CDAC Network.	2012	Emergency communication.	The infoasaid library of generic messages provides a very useful resource of 403 generic messages that cuts across a range of thematic areas relevant to humanitarian emergencies, including: (i) Health; (ii) WASH; (iii)

	Message Library http://infoasaid.org/message-library Library User Guide http://infoasaid.org/documentation/ml-users-documentation Diagnostic Tools http://infoasaid.org/diagnostic-tools			Nutrition; (iv) Food Security; (v) Protection; (vi) Education; and Camp Coordination and Camp Management (CCCM). These broad categories can be search and refined using a range of filters including issues, threats, risk groups and target 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. In addition to the message library the infoasaid site provides some other useful tools (under 'Diagnostic Tools' see http://infoasaid.org/diagnostic-tools) that target assessment of community context, information needs assessment, communication channels, preparedness checklist, as well a draft communication strategy and generic M&E framework. These useful tools are concise and offer the potential to be adapted.
18	Introductory Guide to Sanitation Marketing, Water and Sanitation Program, World Bank http://www.wsp.org/sites/wsp.org/files/publications/WSP-Introductory-Guide-Sanitation-Marketing.pdf	2011	Water and sanitation in non-emergency contexts.	This concise guide (50 pages) provides an overview of sanitation marketing and though not focused on emergencies provides a range of tools within a framework for identifying and developing communication initiatives. The resource is theoretically framed with an introduction to BCC that is linked to social marketing and need for community ownership over sanitation initiatives. Each section is concluded with a list of additional resources. Section 2 addresses formative research and begins with a useful summary of Key Points and Key Terms. The section then details the steps, from defining the problem to collecting data, analysing it and reporting (see Figure 2) within the process. Table 1 provides some useful sample questions, and Figure 3 provides a clear BCC framework. The section details the difference between qualitative and quantitative approaches sets out a limited range of methodological tools, with a focus on simple questionnaires. Section 3 is of less relevance to emergency contexts and focuses on how to develop a social marketing strategy. A useful summary of Key Points and Key Terms relating to social marketing is provided. Section 4 provides a useful overview of how to develop a communications campaign to support sanitation programs. Again, the Key Points and Terms table is very clear and a useful resource that offers steps through the communication design process. Given the social marketing focus, this

				resource focuses on developing a creative brief and links BCC analysis with popular genres of entertainment such as drama. The focus of the design process and the development of a creative brief is with a view to this being handed to a third party producer, such as an advertising agency. There is also a clear focus on pretesting and revision of outputs to ensure quality and clarity. Section 5 looks at implementation and concerns staffing, budgeting, monitoring and sequencing. The section is rather broad and of less relevance to emergency communication.
19	A Toolbox for Building Health Communication Capacity, FHI http://www.globalhealthcommunication.org/tools/29	N/A	Health in the developing world. Non-emergency contexts.	This extensive toolkit is design to support the development of health communication and promotion. It is presented in an easily accessible style of language and does not provide any theoretical framework in its introduction. The 25 different questions, outlined in 5 discrete steps, imply a BCC/health promotion approach, as well as a stable context in which the any initiative might be developed. The 5 steps contain a number of key questions that need to be asked. These include: - Step1 (Qs1-12) Focuses on **Assessment** and addresses how the health problem is defined, what potential behaviours night need to shift and who might constitute the primary and secondary target audiences. This section also looks at formative research planning and design, as well as defining indicators, research methodologies, collection and data synthesis. Finally, it addresses reporting. Together, these resources are extensive, but useful in that they pose some simple questions (that could be simplified further), i.e. What behaviour do we want the target audience to perform regarding the health problem? - Step 2 (Qs13-17) Focuses on **Planning**, but might be better termed communication strategy design, as it deals with crafting the available data collected through initial research into a clear strategy with objectives, indicators and messages. The questions in this section focus on strategy development and on defining behaviour change objectives, the development of messages and on the selection of key communication channels. - Step 3 (Qs18-21) Focuses on **Drafting, Pretesting and Producing** and addresses how creative briefs and messaging approaches are translated into draft print, radio and television materials that are then

				subject to pretesting and revision.
				- Step 4 (Qs 22-23) Focus on **Delivering** the communication strategy, on disseminating the outputs through the selected channels and on building the capacity of field-based staff to support its delivery. The term dissemination is more commonly associated with this step. - Step 5 (Qs 24-25) Focuses on **Monitoring and Evaluation** and includes a section on keeping your initiative on track through routine monitoring, a section on program evaluation and on using M&E data to correct and revise communication problems to ensure greater impact. Overall, the toolkit is very long, but highlights how communication can be broken into a number of steps that require detailed consideration. The resource has been developed for use in stable contexts, so assumes access to considerable resources. However, some useful questions are posed and tools are presented that could be usefully adapted to an emergency communication focus.
20	Participatory Monitoring and Evaluation Toolkit, Equal Access http://betterevaluation.org/toolkits/equal _access_participatory_monitoring	2011	Participatory methods and dialogue with development stakeholders. Non-emergency contexts.	This toolkit is an example of participatory monitoring and evaluation approach designed to provide initial, ongoing and summative evidence for C4D initiatives. The toolkit was developed in response to the M&E difficulties associated with the Communication for Social Change (2002) framework. The approach requires that a cadre of trained participatory researchers is developed and deployed in a representative sample of 'sentinel sites' from which data is fed back to creative personnel such as program makers or producers, as well as impact data on the effectiveness of the intervention. The approach details a number of modules that include: - Context mapping - Objective and indicator setting - Qualitative methods - Developing feedback mechanisms for producers - Analysing qualitative data - Impact assessment planning The approach is human resource intensive and is sensitive to the

				movement of trained personnel, i.e. if a key trained staff member moves on the system may come under strain. The large qualities of data produced also represent a problem, as does the ability to effectively analyse it and communicate it to C4D creatives/producers. This type of approach is better suited to longer-term development programs, though some of the participatory tools outlined, such as the Most Significant Change tool, have the potential to be applied in wide variety of contexts. This type of participatory monitoring and evaluation tool is difficult to operate 'at scale' due to its resource intensive approach, which is highly facilitated and often reliant on international technical assistance. Finally, the toolkit is lengthy and would require in itself a lengthy capacity building process before the approach could be used.
21	Avian Influenza Emergency Risk Communication, USAID http://avianflu.aed.org/docs/avianriskguide.pdf	N/A	Health (Avian Influenza) emergencies, focused on western contexts (USA).	This resource provides a useful summary of how to develop a communications 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. Section 1 of the guide places a significant focus on how to build a multi-sector communication task force and forge alliances for the delivery of information and key risk avoidance messages. The issue of task force operability, as well as sources of information and an outline of the questions concerning Avian Influenza that the public may have are also provided. Section 2 looks at how a communication response is developed and offers a range of practical tools. The initial assessment is presented as a 'Rapid Assessment Checklist', which is highly accessible and clear. This is followed by another very clear tool, but clumsily titled: 'Communication Plan of Action – Development Process'. This tools focused on setting goals, identifying target audiences, identifying key communication channels, identify international resources, defining key messages to be communicated and what materials require disseminating. Finally, the section addresses some principles associated with message development and delivery.
22	*Communication for Development Interventions in Fragile States: A*	2013	Systematic review. Explicit	This systematic review explores program factors that contribute to effective communication for development interventions in fragile states

	Systematic Review. JBI Database of Systematic Reviews and Implementation Reports JBL000566, **11**(3): 1-190. http://www.adelaide.edu.au/accru/projects/c4dfragilestates/SR566final.pdf		focus on C4D, conflict and humanitarianism in fragile states.	characterised by civil unrest, conflict and during periods of post-conflict recovery. The review focuses on peer reviewed academic literature that has a strong methodological rigour. The review identifies a range of intervention strategies, a wide number of factors that contribute to effectiveness, as well as a number of constraints that may require addressing as part of an intervention (i.e. hate media). The review supports the need for C4D interventions in fragile and conflict affected states to – wherever possible – adhere to proven communication effectiveness principles, such as engaging in formative research, ongoing refinement of communication approaches and developing a rigorous quality assurance process capable of ensuring that the highest possible quality communication outputs are developed. The various program factors identified in the systematic review support the position that adhering to a set of core communication principles ensures the best chances for effectiveness. The review also notes that most communication interventions in fragile states are reactive in their response to outbreaks of violence, social dislocation, or disease. Greater commitment to mapping the information and communication context of fragile states and engaging in rigorous preliminary work in contexts that are susceptible to routine shocks would help to offset some of the data deficiencies associated with reactive C4D design processes, though few bilateral or multilateral donors have supported such processes beyond simple overviews of media environments.
23	*Social Networking, Social Media and Complex Emergencies: an annotated bibliography*. Australian Civil-Military Centre, Canberra, pp.1-70. http://www.adelaide.edu.au/accru/projects/crisiscommunication/12931_SocialNetworkingBibliography-FORWEB-FA.pdf	2013	Humanitarian relief, conflict reduction. New ICTs.	This annotated bibliography provides an overview of citizen engagement with social media during periods of civil unrest and conflict, as well as addressing the emerging role and use of social networking and social media in processes of humanitarian relief, conflict reduction, stabilisation or disaster response. The bibliography identifies numerous examples of crisis mapping and crowdsourcing and highlights the difficulty the formal humanitarian sector has had engaging with the emerging volunteer crisis mapping sector. The bibliography highlights rapidly increasing citizen social media use and that such media engagement is highly trusted. However, the humanitarian and development sectors have little influence over such communication and struggle to development effective social media engagement strategies. Approaches to mining resources such as Twitter and Facebook are emerging, along with bounded crowdsourcing, but can lead to data overload. Effective triaging of information inflows is critical to social media, mobile and crowdsourced information becoming

				relevant to the humanitarian and development sectors, i.e. strict filters much be developed in conjunction between crisis mappers and humanitarian/development organisations to ensure greater focus of crowdsourcing and crisis mapping efforts. Three institutional papers published by BBC Media Action, United Nations Foundation and UNOCHA that are included in this annotated bibliography are included in abridged form within this review.
24	Resources: Media, Tools and Tech Directory, CDAC Network http://www.cdacnetwork.org/public/resources/Media%2C%20Tools%20and%20Tech%20Directory	N/A	Focused on emergency communication in the developing world.	The Communicating with Disaster Affected Communities Network (CDAC) website contains a useful number of resources arranged around: - Case Studies - Strategy - Case Studies - Assessment - Case Studies - Media - Case Studies - Technologies - Research And Reports - Media, Tools And Tech Directory - Lessons Learnt - Message Libraries (no access to Infoasaid message library) - Media Landscape Guides These reports, case studies, tools, software applications and impact assessment are often short field-based reports, though some tools and reports are in longer format. This bank of resources offer a wide array of additional material of relevance to the UNICEF toolkit though does not contain many communication design frameworks. A useful IFRC publication on messages is provided (see http://www.cdacnetwork.org/sites/www.cdacnetwork.org/files/ifrc-key_messages-public_awareness_guide-012013.pdf), but this largely repeats material already covered in this review. Another useful publication for reference is the Red Cross Society Indonesia publication on communication and community resilience (see http://www.cdacnetwork.org/sites/www.cdacnetwork.org/files/ifrc-casestudy-communications-in-disaster-management_.pdf).
25	*Emergency Journalism Toolkit for Better and Accurate Reporting*, European Journalism Centre/UNHCR	2013	Journalism in emergencies. Focused heavily on verification,	This resource examines the role of journalism in the context of emergencies and disasters. It focuses on emerging technologies and offers excellent coverage of issues and additional resources relating to crowdsourcing, information verification, alternative data sources, as well

	http://emergencyjournalism.net/category /resources/		new ICTs and alternative data sources.	as offering guidance on conflict and disaster reporting. Though not designed as a toolkit geared towards communication design, the resource provides useful supporting material for the UNICEF toolkit.
26	*UNICEF Communication for Development Support to Public Health Preparedness and Disaster Risk reduction in East Asia and the Pacific,* UNICEF EAPRO	2013	Disaster preparedness and risk reduction.	This resource examines communication approaches and activities that centre on disaster risk reduction, climate change adaptation. The resource begins (pages 5-7) with some useful assessment of terminology around DRR, CCA, resilience and vulnerability. Dealing specifically with the role of communication it is noted that C4D support to DRR remains underfunded which leads to challenges associated with operationalisation. The resource goes on to discuss global and regional mechanisms, the Hyogo Framework for Action 2005-2015 and the ASEAN Agreement on Disaster Management and Emergency Response and the relatively weal international response in terms of capacity building, institutional preparedness and interventions. In these sections the resource only obliquely links to C4D. The role of communication is more explicitly addressed in the section on public health preparedness, where case studies of Cambodia, Laos and Mongolia provide useful detail on communication and preparedness and point to the need to bolster interpersonal and risk communication capacity building for frontline staff working on issues such as Avian Influenza and health systems strengthening around aspects of health communication such as social mobilisation and BCC approaches. While systemic strengthening is recommended the resource is critical of C4D approaches that may be too-national focuses, leaving important local capacities not built and local mobilisation potential under utilised.
27	*Guide to Community Mobilisation Programming,* Mercy Corps http://www.mercycorps.org/sites/default/ files/CoMobProgrammingGd.pdf	N/A	Focus on community mobilisation in the context of chronic poverty, and governance, conflict and instability.	This resource addresses community mobilisation in situations characterised by chronic poverty, political emergencies and conflict. It begins from the perspective of building strong community participation and ownership over processes of development. In the opening sections (page 8) a strong statement is made on accountability which links to AAP, but also the need for community mobilisation processes to have internal accountability, i.e. community member to community member. The guide suggests that effective community mobilisation helps to: - Increase participatory decision-making processes by bringing diverse stakeholders into a common process;

| | | | | - Communities reduce their dependence on outside aid, as they become adept at identifying and solving their own problems;
- Communities can better prepare for or respond to disasters and crises because they have relationships with decision-makers and experience in quickly identifying communal needs and priorities;
- Expands inclusion of often-marginalized populations, such as women, youth, persons with disabilities, the elderly, and religious or ethnic minorities;
- Depends on local resources, both human and material;
- Fosters stronger relationships between local government, businesses, community members and CBO/NGOs;
- Ensures local ownership of development;
- Promotes a more active and informed citizenry (Page 11).

The effect of strong community mobilisation is increased independence, self-resolution of problems, better resilience and preparedness to disasters and crises, better links to local governments and services and a more stable society capable of internally led conflict resolution.

Page 13 provides a useful graphic that summarises the Mercy Corps community mobilisation framework, while page 15 provides a useful table that summarises different levels of community mobilisation. Following this the resource sets out the minimum and optimal standards that community mobilisation programs should aspire to (page 17) and which, can act as useful principles that can help to guide emergency communication and mobilisation activities. After a series of case studies the guide presents a series of tips from community mobilisers (pages 27-28, including:

- Know the community;
- Work with existing leaders;
- Ensure regular and clear communication;
- Develop strong facilitation skills;
- Find ways to motivate communities to engage with problems.

Pages 30-56 walk the reader though the Mercy Corps community mobilisation approach and links back to the graphic presented on page 13. The process highlights seven key steps. These include: |

| | | | | - **Pre-positioning**: which focuses on the initial stage of program development, including defining and finalising program objectives, developing a workplan, conducting initial field visits and undertaking rapid assessment of the problem, mapping actors and potential partners, selecting target areas/communities, introductory meetings with communities;
- **Assessment and Planning**: which focuses in developing a rigorous situational assessment of the issue to be addressed using a wide range of rapid participatory assessment tools and techniques including relationship mapping, transect walks, semi-structured interviews and focus groups. As part of this assessment community profiles are developed and consensus building workshops are conducted with the community to identify project selection and define community mobilisation plans;
- **Community structures and agreements**: focuses on identifying who in the community will lead activities through the signing of community agreements to the implementation of activities;
- **Leadership and capacity building**: focuses on how community leadership capacity is built to enable self-identification, management and resolution of community problems. Capacity building includes building skills around proposal writing, budgeting and accounting, M&E, management, networking and advocacy. Capacity is built through a focus on mentoring and technical assistance;
- **Monitoring and evaluation**: focuses on how community mobilisation programs can be assessed in terms of progress and impact. An Annex (No. 6) proves some useful indicators for community mobilisation programs and the section looks at self and peer monitoring in which M&E is conducted by the community for the community. In addition cross-visiting (to other mobilisation programs) is cited as a useful learning tool, while community feedback on all learning is critical to maintaining accountability;
- **Re-positioning**: focuses on what has been learned, what needs to change, on program completion or next phase preparation in which existing community agreements are reviewed and action plans reviewed and revised;
- **Handover**: focuses on the exit of facilitating groups and full autonomy for community groups and their mobilisation actions. Here, ensuring that a proper exit strategy is developed is critical to ensuring long-term |

				sustainability, community structures and strategies.
28	Paluck, E. L. & Green, D. P. 'Deference, Dissent and Dispute Resolution: An Experimental Intervention Using Mass Media to Change Norms and Behaviour in Rwanda' In American Political Science Review, Vol. 103, Issue 4, pp. 622-644. http://isps.yale.edu/sites/default/files/publication/2012/12/ISPS09-024.pdf	2009	Focus on mass media and its role in promoting behaviour change and self-reliance.	This study is situated in post-genocide Rwanda and represents a comparison of the relative impacts of a health (*Urunana*) and reconciliation (*Musekewaya*) radio soap opera, with a view to establishing the effects on listeners in terms of promoting independent thought through collective action. Musekewaya is a program aimed at discouraging blind obedience and reliance on direction from authorities and promoting independent thought and collective action in problem solving. This study compares the outcomes of groups listening to this radio soap opera with those listening to a different message in order to isolate the impact of the program content from the socio-cultural environment. Following from this, control groups listened to a radio soap opera (Urunana) which aims to change beliefs, norms and behaviours about reproductive health and HIV. Throughout the study, the two radio soap opera programs were presented to pairs of communities across fourteen research sites. These communities included genocide survivors, Twa communities (the pygmy minority), prison communities and the general population. The study engaged in a qualitative and quantitative assessment, through individual interviews, focus group discussions, and role-play content analysis, of changes in individual attitudes, perceived community norms and deliberative behaviours. The results of the study indicate that while two radio programs had little effect on many beliefs and attitudes, certain aspects of political culture are malleable to short-term change as a result of media programs. In particular, it was demonstrated that radio soap opera can impact listener's willingness to express dissent, self-reliance and local responsibility for community problems as well as increasing social trust within the community. It was also demonstrated that the radio soap opera led to decreased dependency on external institutions, with participants demonstrating a desire to problem solve collectively as a community. For humanitarian assistance this highlights that mass mediated communication play a role in promoting self-reliance and efficacy.
29	*Understanding Risk Communication Best Practices*, National Consortium for	2012	Focus on risk communication in	This resource provides an overview of risk communication practice and theoretical approaches. It focuses on risk events such as natural disasters

| | the Study of Terrorism and Responses to Terrorism, University of Maryland.

http://www.start.umd.edu/sites/default/files/files/publications/UnderstandingRiskCommunicationBestPractices.pdf | | the context of manmade disasters. | and manmade emergencies and in doing so identifies three key communication phases that are common to many other humanitarian communication resources, including:

- Preparedness: pre-event risk communication addressing preparedness measures, including a focus on the likelihood of threats;
- Response (imminent Warnings): crisis communication and guidance regarding protective actions to take immediately prior to, in the midst of, or during the hours immediately following an event;
- Recovery: messages communicating needs and guidance in the weeks, months, and years following an event (Page 2).

The document lists a number of key insights associated with effective risk communication, including the need to:

- Identify and target groups with the most acute need of risk messages;
- Develop appropriate messages for these groups;
- Understand how communities perceive risk before promoting messages;
- Understand how risk messages are understood;
- Involve the community in disseminating preparedness messages;
- Ensure information is provided through multiple channels and is regularly repeated;
- Examine factors that affect response strategies, including the type of crisis, how organizations respond to crisis history, and how communities perceive organisations;
- Identify factors that affect how communities recover from risks so that these can be used in risk resolution messages;
- Understand the social context and consequences associated with specific risks (pages 3-4).

The resource notes that risk communication 'is a two-way process between the communicator(s) and the recipients of the messages'. However, public perception of risk may differ substantially depending on the type of risk faced and its familiarity. Risk is defined in terms of four categories:

- *Lower familiarity/lower dread*: including rare agricultural diseases such as foot-and-mouth disease; oil terminal explosion; |

				- *Lower familiarity/higher dread*: including chemical, biological, radiological, and nuclear terrorism; nuclear power plant accidents*;* - *Higher familiarity/lower dread*: including natural disasters such as earthquakes, tornados, and floods; - *Higher familiarity/higher dread*: including terrorist attack; pandemic flu. In situations with higher familiarity it is generally easier to engage in risk communication as the public may already have a good idea of the consequences associated with events such as floods and the necessary action to take.
30	*Why Dialogue Matters for conflict Prevention and Peacebuilding*, UNDP. http://www.undp.org/content/dam/undp/library/crisis%20prevention/dialogue_conflict.pdf	2009	Focused on the role of dialogue with conflict-affected populations.	Has no explicit focus on communication but notes the need for dialogue and links can be drawn to recent work on communication and the role of accountability for disaster-affected populations.
31	*Between radicalisation and democratisation in an unfolding conflict: Media in Pakistan*, International Media Support. http://www.i-m-s.dk/wp-content/uploads/2012/11/ims-media-pakistan-radicalisation-2009.pdf	2009	Focus on role of media and journalism in conflict.	This resource provides a useful analysis of the media context in Pakistan, its strengths, weaknesses and its legislative status. It addresses important media strengthening issues around media bias and quality. Media strengthening features weakly within emergency communication literature yet plays a critical role in ensuring an effective and robust environment.
32	*Emergency Response Framework,* WHO http://www.who.int/hac/about/erf_.pdf	2013	Global and local public health emergencies	This document sets out a framework for grading and responding to the health aspects of emergencies, such as rapid onset disasters. The document proposes ongoing risk/event assessment and a grading of emergencies from ungraded, to levels 1, 2 and 3, with 3 being the most severe. Pages 23-26 set out some useful time bound performance standards that links WHO to certain response standards in the immediate 12, 48, 72 hour period following an emergency, then again in the 5, 7, 15 and 60 day periods.
33	*Basic Resilience Package: The 'How-to' Guide for Child Survival and*	2013	Emergency and development	UNICEF's forward strategy (2014-17) proposes a resilience approach to its work in humanitarian assistance and development. In the area of C4D

	Development Programs, UNICEF No weblink available.		focused. Multifaceted assessment of resilience.	and child survival and development programs this includes a focus on: - Increased awareness and knowledge on risks and available solutions; - Addressing underlying issues compounding risk; - Participation of communities, children and young people in policy/ programming. From the resilience perspective information and communication helps to reduce risk and vulnerability and, along with other assets and forms of capital, can be perceived as an essential protective asset that contributes to individual and group resilience.
34	*Core Commitment for Children in Humanitarian Action*, UNICEF http://www.unicef.org/mena/MENA-CCC_final.pdf	2010	UNICEF's broad program commitments to populations in emergencies.	UNICEF's core commitments for children during emergencies and humanitarian action covers the broad range of activities and responsibilities that UNICEF fulfil within such contexts. The resource identifies some useful references to humanitarian action principles and the role of rights (pages 6-7). There is a useful section on rapid assessment, monitoring and evaluation that covers preparedness, response and recovery. Sections on the thematic areas in which UNICEF works, i.e. HIV, WASH, etc. provide useful summaries and are followed by a consideration of resource inputs to humanitarian action, including HR, logistics, risk and so on.