Community radio for health promotion

Communication guideline for Jimare, community radio in the Jimma zone

Jurriaan Oosterman and Jop de Vrieze

February 2008
Prelude

Community radio is aimed to educate, to inform and to entertain. One important thing community radio can do is promote the health of listeners. Therefore, radio can improve people’s living standards. But how can you educate, inform or entertain when you only have a vague idea about the problem, and what the listeners need? You need to prepare things well!

This document tells you as a radio producer how to prepare your radio programmes for health promotion. It gives you simple instructions on how to find out what people are in need of, how to fit your message to their desires and how to use radio as an effective medium to motivate people to practice healthy behaviour.

This guideline is based on scientific research and models. But, it does not look like a scientific report. It aims to be comprehensible for everybody who wants to make radio, no matter what their background or educational status is.

We hope this document will assist you in your enthusiasm and ambition to improve the lives of people in your community and we wish you all the best with your work.

We would like to thank everybody who contributed to this guideline: Arend Jan Waarlo and Liesbeth de Bakker at Utrecht University, Sudhakar Morankar at Jimma University and of course Anna Milius and Niels ten Oever of the Mediaction Foundation.

Jurriaan Oosterman and Jop de Vrieze, Msc students Science Education and Communication, Utrecht University
Prelude ..................................................................................................................................... 2
How to get started ................................................................................................................ 4
Step 1. What is your subject? .......................................................................................... 6
Step 1. What is your subject? .......................................................................................... 7
Step 2. What do you need to know? ............................................................................... 10
Step 3. What is your target group? .............................................................................. 13
Step 3. What is your target group? .............................................................................. 14
Step 4. What behaviour do you want to change? ..................................................... 16
Step 5. What is needed to promote this behaviour? ............................................... 19
Step 6. What kind of radio is suitable to promote this behaviour? ................... 22
Step 7. How effective was your radio message? ....................................................... 25
**Community radio for health promotion**

This communication guideline concerns the radio messages aimed at health promotion. Sometimes people experience problems due to lack of facilities, knowledge, skills or awareness and factors within the society.

As a community radio producer it is your task to address these problems in your programmes and to motivate people to practice healthy behaviour, so that they can improve their living standards.

---

**How to get started**

This communication guideline is written as a practical guideline to produce a radio message. It will take you through the whole process; it starts with finding a subject and it finishes with a clear idea about the content and format of your radio message.

The plan will guide you in your preparations before you start designing the actual radio programmes. Through applying this guideline, you will be able to produce a radio message about whatever subject you think is important.

By taking the steps within the guideline, you will reach to your goal: a clear and effective radio message for behavioural change.

This does not mean that when you use only a few of these steps, you cannot make effective radio. As long as you always keep in mind what your goals are, and who you want to reach with your messages, the most important steps towards effectiveness are taken.
<table>
<thead>
<tr>
<th>Step</th>
<th>Activities</th>
<th>Tools</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>What is your subject?</td>
<td>1. Meeting&lt;br&gt;Ears, eyes&lt;br&gt;Phone</td>
</tr>
<tr>
<td></td>
<td>You gather ideas among colleagues, friends, representatives and listeners</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>What do you need to know?</td>
<td>2. Internet&lt;br&gt;People&lt;br&gt;Library&lt;br&gt;Articles</td>
</tr>
<tr>
<td></td>
<td>You collect available and new information</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>What is your target group?</td>
<td>1 + 2</td>
</tr>
<tr>
<td></td>
<td>You choose your target group(s) and key informants</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>What behaviour do you want to promote?</td>
<td>1 + 2 + 3</td>
</tr>
<tr>
<td></td>
<td>You write down the desired behaviour of your target group(s)</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>What is needed to promote this behaviour?</td>
<td>Table of goals</td>
</tr>
<tr>
<td></td>
<td>You specify your goals about knowledge/awareness, facilities and society</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>What kind of radio is suitable?</td>
<td>Edutainment&lt;br&gt;Interviews&lt;br&gt;Call-in&lt;br&gt;Reports</td>
</tr>
<tr>
<td></td>
<td>You choose a format and content that fit your goals and target group</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>How effective was your message?</td>
<td>Interviews&lt;br&gt;Questionnaires&lt;br&gt;Environment</td>
</tr>
<tr>
<td></td>
<td>You evaluate the effect on facilities, social change and behaviour change</td>
<td></td>
</tr>
</tbody>
</table>
Three in one

This document provides you with three things:

- A guideline to design realistic and effective radio messages
- A communication plan for HIV/AIDS communication based on our research
  An example of how to apply the guideline in practice. This example is the consumption of the stimulating leaf khat.
Step 1. What is your subject?

As a responsible community radio maker you do not decide about the content of your programmes all by yourself. You need to actively search for ideas and suggestions in your community. What do people think, feel, and what are their actions in their daily lives? If you are able to connect with the people, you will reach the community with your radio message.

Message

It is important to know that a radio programme is the wrapper in which you present a certain subject. A programme contains different messages about the same subject, or can consist of different subjects which refer to a certain

Activities

Choose a relevant subject

In this guideline we are talking about health issues. This means that you should choose a subject aimed at behavioural change. The guideline is not relevant for a sports programme, weather forecast or book review.

Tools

Use your eyes and ears

As a radio maker you are the ears and voice of your community. This means that you have to be aware of what is happening in your area.

You should use all available sources to find subjects that are important for the local environment.
Texts
Written articles can bring you ideas. Newspapers often write about relevant subjects, but the library of
the radio station also contains a great amount of information, collected by the university.

Meetings
To find a suitable subject, an important tool is to organize meetings with groups of people. By
doing this you’re not only able to find subjects but your listeners will feel acknowledged, understood
and part of the radio station. In this way you’ll create a group which is loyal to your radio station.

Discussions
A discussion with potential listeners will give you insight into the ideas, thoughts and opinions
of listeners. It can bring new ideas for subjects, topics and consequently radio messages or
programmes. You can choose to use the discussion as a brainstorm session, or talk about a specific
subject.

Call-in
Instead of organizing community meetings you can also facilitate call-in sessions where the
listeners are given the opportunity to express their thoughts, ideas and opinions about subjects. Instead
of having passive listeners, you’ll create a group of participating listeners.

Two different call-in sessions can be used:

1) Opinion session: listeners call-in and give their thoughts and ideas about different subjects.
2) Discussion session: listeners call-in and give critical feedback on the ideas, thoughts and opinions
   of a previous listener about a subject.

Both call-in sessions can take place:

- Before a radio message: it will stimulate listeners to be more involved with the subject. They can
  provide you with information which can be used for improving existing or future radio messages
  and programmes.
- During a break in a radio message: you’ll have more certainty that the listeners have clear ideas,
  thoughts and opinions about a subject. This enlarges the chance that new ideas for the existing or
  future radio messages and programmes come up.
- After a radio message or programme: this can be used for evaluating your radio message or
  programme.
HIV/AIDS

To find a relevant subject, we explored scientific literature, contacted local contact persons and informed at regional NGOs. We discovered that HIV/AIDS is considered as one of the major health problems in Ethiopia, and a lot of information was available. This made us choose this subject.

Khat

Imagine yourself thinking about a good subject. At that very moment, your best friend calls, to ask if you would like to join his khat session tomorrow afternoon. You say ‘fine’, but you are concerned about your friend: he is eating khat more and more. And not only he...

Suddenly you feel the inspiration: that is the perfect subject! You decide to make a series of radio programmes to change the behaviour of khat users.
Step 2. What do you need to know?

Now you have found a subject, but what do you need to know before you can design an effective message? And where do you find the correct information?

Explore

Before you can change behaviour, you need to know as much as possible about your subject.
Additionally, you need information for the content of your programme.
To gather all this knowledge you can use different approaches and sources, both theoretical and practical.

When you explore the subject, you ask the following questions:
- What kind of issues are important?

Activities

The next step after you have chosen your subject is to start collecting information. This knowledge serves as a base to build your message upon.

In most cases you might not be able to conduct a study as extensive as was done on HIV/AIDS. This is not a problem. Though, different sources can provide you with the knowledge to gather more specific information from the right local sources. In fact, it doesn’t matter where you get your information from, as long as you consider it as a reliable source and always tell your listeners about this source.

After you have collected this information you can consult different (groups of) people to get more specific information.
Why do you need all this information? Because you have to select what is useful and suitable for the people in the community.

A radio message has to be clear, focused and it has to contain the right amount of information for the listener to digest. This increases the chance that listeners will actually remember the content of the radio message afterwards. It can stimulate them to think about their new gathered knowledge and to discuss it with other people.

**Actually, talking is the first step in behavioural change!**

**Tools**

**Sources**
There are different places where you can find trustworthy information:

1) **Internet**: internet offers a huge amount of information. Though, the fact that this information might be unreliable makes it particularly difficult to select the right pieces of literature. You may find articles, webpages, abstracts of books and reports.

2) **Library**: The big advantage of the library as source is that information here is reliable, especially compared with the internet.

3) **Magazines/newspaper**: these sources give you the most up to date information. The disadvantage is that the quality can differ substantially. Another disadvantage is that the sources these media use can be unclear.

4) **NGOs**: Non governmental organisations usually produce information for local organizations. For every relevant subject there will be an NGO involved.

5) **Teachers**: teachers have access to a lot of information. They can provide you with text books, scientific literature, brochures etc.

6) **Other professionals**: Professionals often have (practical) information about subjects they encounter in their work. Always be critical: they might have reasons to provide you with incomplete or subjective information.
In order to understand the HIV/AIDS situation in Ethiopia, we made an overview of recent literature. We looked at the HIV/AIDS statistics, but also at ‘risk behaviour’ among Ethiopians. This gave us an idea about the problem. By looking at the behaviour of people and their social environment, we started to understand why people become infected and what makes it difficult for them to protect themselves. Now we wanted to know more about their own ideas.

**Khat** The next day you meet your friends. Three of them are incidental users like you. Two are frequent users. You decide starting a discussion about the effect of khat on daily life. A lively discussion evolves. You try to remember everything you’ve heard. This is a good start of your preparation!

**People**

You can get more specific information from different groups in different ways. You can consult ‘normal’ people, but also experts (medical workers, researchers, governmental workers etc.) or so called key informants. Key figures can be used to gather detailed information about your subject which is in general reliable.

Also in this phase you can use community meetings. Other methods to gather information from people are individual interviews and focus group discussions.

An advantage of these methods is that they are often carried out using interview protocols or questionnaires. This provides you with a structured and focused way to gather as much information as possible about your subject.

1) Focus group discussions (FGD) consist often of a group of 8-10 people who have some connection to the subject. The discussion leader uses a questionnaire or topic list to focus the discussion about the subject in question.

An FGD generates a lot of information in a relatively short time. Besides this, to hear these people discussing with each other about the subject can give you new insights. The disadvantage of this method is that some group members can be dominant. Besides this, people might not feel comfortable in this group situation.
2) Individual interviews consist of an interviewer and an interviewee. This method is often used to gather more information from an expert. Also in this case a questionnaire is used. The advantage of this method is that you can gather very specific and in-depth information. The person being interviewed might feel more comfortable than in an FGD and might therefore give more information.

**HIV/AIDS** The literature showed that youth in the age of 15-21 years have a high risk to HIV/AIDS. To find out why, we interviewed secondary school students, individually and in groups. We also interviewed teachers (key informants)

We used this information to explore the knowledge, norms, attitudes and behaviour of the highschool students.

**Khat** The Sunday afternoon khat session tasted like more: you decide to surf on the internet for more information. You read that khat can have serious long term effects, although solid evidence is not available. You ask your chemistry teacher what he knows about khat. She tells you that it contains amfetamine and efedrine, popular party drugs around Western Europe and the USA. You know that many students use khat to study.

A sociology magazine in the library tells you about the addictiveness of khat: it makes people restless until they get new khat.

Together with a colleague you decide to talk with students. You want to ask them about their experience with khat.
Step 3. What is your target group?

Now that you have collected information about the subject and you have analyzed the behaviour, you can move to the first step of radio making: you have to question yourself which specific (target)group of people you want to motivate practicing healthy behaviour.

**Target group**

A target group is the group of listeners you focus your message on. You have selected it after you have explored the subject in the previous steps. It is the main group you want to reach with your programme.

It does not have to consist of only one group, but it can also exist of more groups who have a thing in common.

It is useful to find out when most members of your target group are listening to the radio. This is the best time to broadcast the message.

**Activities**

To choose your target group, you combine all the knowledge you gathered in the previous steps. You can think of several arguments: which group has the most problems? Who can I easily reach with radio? How big is the chance that I will be succesful with this group?

**Stay focused!**

After your preparation work, you have an idea of what the problem is. You want to change it by producing radio, but now it is important to stay focused. Your ambitions to reach as many people as possible might dilute your message. Target groups vary, and require different approaches. And what we want is to influence behaviour, don’t we?
Key informants

During your preparation you may encounter persons who can give specific and detailed information about your subject and target group. These key informants can often help you presenting your message to the listeners. You can invite them for live interviews or let them answer questions from listeners. These experts are often regarded by the public as very reliable.

Tools

**Know your target group!**

It is important to know more about your target group than only their behaviour regarding to your chosen subject. How can you approach them the best? At what time do they listen? All these questions determine how good your message fits them – and may become effective.

**HIV/AIDS** We specified the the target group as ‘secondary school students’. These teenagers form a highrisk group. They are in their fire age, with a rich social life and high interest in sexuality. Most students have their first sexual experience at this age.

These students vary in age from 14-21 years. They do have knowledge about HIV/AIDS transmission and prevention, but they don’t behave according to this.

Teenagers want to be entertained. They like variation. They want to decide about their own lives, so don’t treat them like children.

**Khat** From the info you collected, the sociology article made the biggest impression. You realize students form a highrisk group: they use khat to relax and to study, but they should not become addicted. Students are frequent radio listeners. A good target group!
Step 4. What behaviour do you want to change?

After you have mapped the whole situation, you know what the behaviour of your target group is. The question is now: what do you want to change in this behaviour?

**Behavioural change**

In this step you compare two things: how people behave and how they should behave. ‘How they should’ is based on what is more healthy,

**Activities**

You want to change behaviour, but not by just telling your target group to do so. You need a more intelligent approach, and therefore you zoom in at what determines the behaviour. This schedule gives you insight. Below we explain all different determinants.
Analyze!

To change his or her behaviour, one needs to be fully convinced. The intention to change the behaviour should be positive, and this intention is determined by:

- **Knowledge:**
  What does he or she know about the behaviour?

- **Attitude:**
  Does he or she like this behaviour?

- **Subjective norm:**
  What does society think of this behaviour?

- **Skills & self-efficacy:**
  Is he or she able and confident to execute the behaviour?
  What will be the effect if he or she does this?
  - **Risk perception:** What will happen if he or she does not practice the desired behaviour?

Influencing these factors creates the right conditions for healthy behaviour!

Tools

**Be specific!**

When you describe the effect you want the programme to have, you can use this format:

*After a programme, people should be able to...*

For example: Not: *people should be able to describe ways to prevent X*, but *people of 15-19 yrs should be able to describe the three ways to prevent X.*
**HIV/AIDS**  
To prevent HIV/AIDS, consistent and correct use of preventive methods is essential. Students have the awareness, but they do not practice their knowledge. After listening to the radio programmes, students should be motivated to apply the ABC (Abstinence, Being faithful and Condoms) in a consistent, correct and confident way. In addition, students should start testing their blood. These are examples of desired behaviour.

**Khat**  
Your mission is quite simple. Students should realize what the effects and risks of khat can be. They don’t have to abstain, but not become dependable on the stimulant. They should know when it is enough, and when it is too much.
Step 5. What is needed to promote this behaviour?

Behaviour doesn’t just change. You need to influence the factors you tagged in the previous step. Increased awareness does not always change behaviour. You have to find out what has to happen to change the intention of individuals.

Criteria

- For a change of attitude, subjective norm and skills & self-efficacy criteria need to be fulfilled.
- A basic knowledge level is required. The environment should enable people to practice the desired behaviour. And society should accept the behaviour. With this you can create a scheme with goals, as you can see below.

Activities

When you describe your goals, you can split them up, based on the factors of step 4. These categories form the criteria needed to change the behaviour. When you make a message, you choose a few of these categories. When you have a longer period, you can try to cover all these categories in a series on the topic.

Select your goals

- You don’t need to cover all the goals you have described in every programme. In a spot of 5 minutes you might choose only one, in a series of programmes, you make a broader selection. In an ideal situation you cover all the goals in a series of programmes.

Tools

As shown in the red table below, you can now show what is needed to achieve the goals for different target groups. Our research on HIV/AIDS delivered these goals:
<table>
<thead>
<tr>
<th>Target group</th>
<th>Performance goals</th>
<th>Knowledge</th>
<th>Risk perception</th>
<th>Attitude</th>
<th>(Perceived) Social influence</th>
<th>Skills &amp; self-efficacy</th>
</tr>
</thead>
<tbody>
<tr>
<td>Highschool students</td>
<td>Use condoms correctly and consistently</td>
<td>Explain how correct use of condoms prevents HIV transmission</td>
<td>Explain that when they do not use condoms consistently they can become infected</td>
<td>Express a positive view on condom use</td>
<td>State that condoms can be purchased without being judged by members of society</td>
<td>Demonstrate how to use condoms and when to come up with a condom during sexual activity</td>
</tr>
<tr>
<td>Initiate a dialogue about the use of preventive methods with their partner</td>
<td>Explain the ways of transmission and prevention of HIV</td>
<td>Explain what is the risk of becoming infected with or without applying one or more preventive methods</td>
<td>Express a positive attitude towards open discussion</td>
<td>State that society accepts a balanced discussion between partners about preventive methods</td>
<td>Express confidence in how to use preventive methods and to compare the differences of these</td>
<td></td>
</tr>
<tr>
<td>Reflect on their own sexual behaviour</td>
<td>Describe their own sexual activities</td>
<td>Assess the risk of HIV infection they are taking</td>
<td>Be critical on their own behaviour</td>
<td>Discuss with other community members about sexual behaviour</td>
<td>Know what to do when their sexual behaviour becomes riskful</td>
<td></td>
</tr>
<tr>
<td>Conduct HIV bloodtests</td>
<td>List where they can get an HIV test</td>
<td>Explain what their risk is when they do not know their HIV status</td>
<td>Express a positive view on blood testing</td>
<td>State that it is possible to have a test without being judged by society</td>
<td>Demonstrate confidence to be open about their HIV status and the will to take a HIV/AIDS test</td>
<td></td>
</tr>
<tr>
<td>Decide individually what preventive measure(s) take</td>
<td>Explain all the options of the ABC model for HIV prevention</td>
<td>Compare the risks of abstinence, faithfulness and condom use</td>
<td>Express a positive view on the different preventive methods</td>
<td>State that society members will support the idea of a balanced presentation of the ABC model</td>
<td>Demonstrate skills to practice all preventive methods</td>
<td></td>
</tr>
<tr>
<td>Community members</td>
<td>Not discriminate people with HIV/AIDS</td>
<td>Explain that normal contact does not enable HIV transmission</td>
<td>Recognise the low risk of becoming infected through normal contact</td>
<td>Express a positive view on infected persons</td>
<td>State that society should not stigmatize infected people</td>
<td>Demonstrate how to resist people that do discriminate the infected person</td>
</tr>
<tr>
<td>Parents</td>
<td>Initiate a dialogue with their children about HIV transmission and prevention</td>
<td>Explain ways of transmission and preventive methods and state that talking does not stimulate sexual behaviour</td>
<td>Recognise that talking about HIV prevention will lower their children’s risk of becoming infected</td>
<td>Express a positive view on the use of all preventive methods</td>
<td>State that talking about HIV prevention is accepted in this community</td>
<td>Be confident to talk openly about these issues</td>
</tr>
<tr>
<td>Teachers</td>
<td>Teach in a balanced way about preventive methods</td>
<td>Explain all three methods</td>
<td>Explain that teaching solely about abstinence will increase the risk of transmission</td>
<td>Express a positive view on all preventive methods</td>
<td>State that society accepts all preventive methods</td>
<td>Demonstrate confidence in teaching about preventive methods</td>
</tr>
<tr>
<td>Create an open discussion about sexuality in school</td>
<td>Explain that talking about sexuality does not increase sexual activity among youth</td>
<td>Explain that teaching solely about abstinence will increase the risk of transmission</td>
<td>Show the students that talking will improve their risk perception</td>
<td>Express a positive view to all opinions of the students</td>
<td>State that society accepts open discussion</td>
<td>Demonstrate how to resist pressure of other community members against open discussion</td>
</tr>
<tr>
<td>Healthcare providers</td>
<td>Stimulate youth to use reproductive health facilities</td>
<td>Describe what is needed for youth regarding reproductive health</td>
<td>Recognise that health facilities can give teenagers insight into their risk</td>
<td>Perceive health facilities as useful and important</td>
<td>Express awareness of the norms in the community with regard to testing on HIV, STIs and pregnancy for young people</td>
<td>Initiate teenagers to use health facilities</td>
</tr>
</tbody>
</table>
**HIV/AIDS**  Students often do not apply the ABC, for several reasons. First of all, they do not like to abstain because they like sex too much. Many students do not like and trust condoms. They think condoms decrease the sexual pleasure, might be expired, might get torn during sexual intercourse, or only prevent HIV/AIDS for 75%.

Teenagers should gain knowledge on condom reliability, they should change their attitude towards condoms and they should gain skills concerning condom use.

But the greatest barrier seems to be society. Students feel ashamed to buy condoms, conduct a blood test or search for information about sexuality and preventive methods.

A more open society should be created, which accepts the sexual behaviour of teenagers and gives them the chance to decide for themselves which option of the ABC suits them best.

Besides this, gender inequality plays a role in the failure to apply preventive methods. To create more equality between males and females, girls need to gain self-efficacy. Knowledge can help them in this. But above all, both males and females should start to realize they share the responsibility for their behaviour and have equal positions.

**Khat**  Thanks to the sociology magazine and your conversations with khat addicts, you found some critical points: it is very easy to get khat everywhere, as much as you can eat. After a while of ‘regular’ use, students feel the urge to buy khat, and start thinking they cannot study without the leaf. They know little about the (long-term) effects of khat. Because khat consumption is socially accepted, problems remain invisible. Society should be aware of what harm khat can do.
Step 6. What kind of radio is suitable to promote this behaviour?

Now that you know what you want to achieve, you should choose your radio format which suits your aims best.

Choose the best

Choose your format deliberately, based on your goals. Does your format fit to these goals?

Activities

Listeners need practical information. Radio programmes should not only sketch problems, but also give solutions, preferably different options. Messages should always be positive. It has been proven repeatedly that creating fear will not change people’s behaviour.

Design your programme

When you decide about your format, content and the people you need to broadcast your message, think of this:
- How do you attract and keep the attention of my target group?
- What format is effective for your message?
- Who’s help do you need to bring the message?

Tools

In radio programmes you can use all kinds of features to reach your goals. For instance, when more awareness is needed or skills should be improved, it is good to invite an expert in the studio. When you want to change people’s view on the subject, role models can show people what it is like to practice the desired behaviour. When you want people to start talking about a subject, it is useful to
start this discussion on the radio. When you want people to get more insight into problems, you can go into the field and make reports.

**Rolemodels**
A rolemodel is a person practicing the desired behaviour openly. He or she is an example for the listeners, giving insight into the behaviour, what its consequences are and how the environment might react. It works well if a rolemodel is a famous or respected person. A rolemodel can be an existing person or can be played by an actor.

**Edutainment**
Edutainment uses entertainment to bring educative messages.

*Entertainment always comes first, education is added later!*

A popular and effective type of edutainment is the radio soap. It tells a realistic story and can contain knowledge, gives insight through the use of role models and conversations about sensitive subjects.

**HIV/AIDS**
What teenagers need most urgently in the Ethiopian society, is acceptance and openness concerning sexual behaviour. Community radio can stimulate this, by broadcasting open discussions. Explicit information about sexuality on the radio might be one step too far at this moment, because many listeners find this rude and inappropriate.

When covering the ABC model, all options should be presented as equal and positive choices. Only then teenagers have the opportunity to make an individual choice.

In addition, knowledge should be provided about condoms. An expert or an experienced person could do this, the latter especially when it concerns the skills. Students indicate that repeated condom commercials and explicit information about condoms will not be appreciated. It seems more useful to communicate indirectly about condoms to achieve an attitude change, in which the message is not directly sent by the selling company.

Societal changes are difficult to achieve. A radio soap seems to be suitable to bring all these issues in an indirect and effective way. It could raise awareness, introduce dialogue and start a public debate.
Khat  First, you have to solve the knowledge gap. You invite the chemistry teacher to tell about the effects of khat. Next, you want to show that it can create hidden problems. Therefore, you invite a student in the studio that tells about his personal problems due to khat consumption. To show how society thinks, you make reports in the community. By combining the information of both the key informant and student with the field report, people might start thinking and talking about the problem, and students might realize khat is not as harmless as they were thinking.
Step 7. How effective was your radio message?

Let’s assume that you have actually broadcasted the radio programme you made based on the previous steps. Now you are asking yourself: did the listeners like my programme? Did they understand its content? Did I make a difference in the behaviour of my determined target group? Did my message have any influence on the community? And so on.

So how can you find out if your message has reached the desired objectives and outcomes?

**Evaluate the results AND the process!**
Knowing if your message reached the objectives is one thing. But second, comes another evaluation: of the process that brought you to this message.

So you should always be critical of how the previous six steps were executed, to

**Activities**

To evaluate the effectiveness of your radio programme, you should start with the selection of the social and environmental factors that influence the goals and desired behaviour.

**Use reliable sources**
Depending on your time, resources and experience you pick an evaluation method. Try to find sources that represent as much listeners as possible, because otherwise you might get a wrong impression of the effect of your
These factors are for instance:

- Facilities
- Social norms
- Behaviour (Knowledge, attitude, subjective norm, skills and self-efficacy, risk perception). See step 4.

**Tools**

To evaluate the effectiveness of your radio programme(s) you can use the following methods:

- Questionnaires
- Meetings
- FGDs
- Individual interviews
- Call-in sessions during or after a programme
- Research in the area (searching for facilities which have been improved, for example, the availability of condoms.
- Received letters from listeners

At this stage it is the opinion of your listeners that counts. Therefore be open for their feedback and critical points and use these to improve your radio.

**Programme developing tactics**

Although we have provided you with a plan of conduct for how to improve the effectiveness of your radio programmes, it is important to remind you that you are the final decision maker here. This means that you can use the format the way that enables you to work in a structured, efficient and effective way. Every time you’ve got feedback on your radio programmes, think about how you can use this information for improving the process of radio making. This does not only regard an effective radio message, but also how to use your time and costs efficiently.

*Keep this piece of advice in mind and the effectivity of your air time will rise.*

**Good luck!**
**HIV/AIDS**  Our work ended with step six of the guideline. This means that what comes next is up to you: producing effective radio messages about HIV/AIDS, and evaluating them at a later stage.

We can give suggestions on appropriate evaluation methods: discussion groups of highschool students can be asked to coorporate in radio production. A questionnaire can be sent to all highschools in the Jimma zone. And of course DJs can request listeners to give their opinion through telephone, e-mail, letters or text messages.

---

**Khat**  You have finished twelve programmes about khat. Personally, you are rather satisfied. Your friends told you they gained new insights and changed their opinion on the effect of khat.

Now you are curious whether this impression represents the whole target group. You go back to where you gathered the most information during your exploration: the students on the campus. Together with your colleague you conduct some street interviews. It seems that students did improve their knowledge, but they do not seem to use less khat. You design a small anonymous questionnaire and ask students about their attitude, knowledge and consumption. The results show that the knowledge is ok, although you did not measure it before you started broadcasting. The use is still high among students, especially males.

Well, at least you will have something to do in the next season.