

REPORT ON PARTICIPATORY CAMPAIGN PLANNING (PCP) PROCESS; HOW TO DESIGN EFFECTIVE & INCLUSIVE HAZARD MESSAGES



Landless group in Kathmandu voting on hazard messages

February 2018

For more information contact

Gita Pandey, Nepal Red Cross Society – Community Engagement ,Accountability and Learning lead (SURE programme)

Email: gita.pandey@nrccs.org

Sushama Pandey, British Red Cross Society – Senior Community Engagement and Accountability officer

Email: SushamaPandey@redcross.org.uk

This report was submitted by: Yuwan Malakar, CEA Consultant

TABLE OF CONTENTS

| | |
|--|----|
| Table of contents | 2 |
| 1. What is Participatory Campaign Planning (PCP) | 5 |
| Table 1. Target vulnerable groups of SURE | 5 |
| PCP process | 6 |
| Figure 1. PCP process | 6 |
| 2. Results | 7 |
| Table 2 target groups and the hazards messages.THEY FEEDBACK ON..... | 7 |
| 2.1 Barriers to behavioural change | 8 |
| Figure 2. Barriers and their frequency of occurrence in the PCP workshops..... | 8 |
| Lack of resources | 8 |
| Lack of knowledge | 8 |
| Lack of physical infrastructure | 9 |
| Heterogeneous community makeup | 9 |
| Inappropriate environmental setting | 9 |
| Weak law enforcement | 9 |
| Disabilities | 9 |
| Lack of education | 10 |
| 2.3 Designing messages – Lessons | 10 |
| Figure 3. Key areas for designing effective messages..... | 10 |
| 2.3 Means of communication | 11 |
| Figure 4. Most preferred means of communication..... | 11 |
| 2.4 Feedback channels | 12 |
| Figure 5. Most preferred feedback channels. | 12 |
| 2.5 Daily mobility mapping | 13 |
| Mobility on weekdays | 13 |
| Table 3. Summary of mobility on weekdays..... | 13 |
| Mobility on weekends | 15 |
| Table 4. Summary of mobility on weekends | 15 |
| 2.6 Social network analysis | 17 |

| | |
|--|-----------|
| Figure 6 displays these categories..... | 17 |
| 3. Challenges..... | 18 |
| 4. Learning..... | 18 |
| 5. Conclusion..... | 18 |
| Annex 1..... | 20 |
| Table 5. Copy of the PCP workshop schedule..... | 20 |
| Designing messages..... | 23 |
| Means of communication..... | 24 |
| Table 6 - Means of communication exercise..... | 24 |
| Complaint and feedback channel..... | 25 |
| Table 7 - Complain and feedback channel exercise..... | 25 |
| 24-hour clock..... | 25 |
| Table 8 - 24-hour clock..... | 26 |
| Social network analysis exercise..... | 26 |
| Table 9 - Social network table..... | 26 |
| Annex 2..... | 27 |
| Table 10. Street vendors - hazards and barriers to behavioural change..... | 27 |
| Table 11. Landless - hazards and barriers to behavioural change..... | 28 |
| Table 12. Janajati - hazards and barriers to behavioural change..... | 29 |
| Table 13. Persons with disabilities - hazards and barriers to behavioural change..... | 30 |
| Table 14. Dalit - hazards and barriers to behavioural change..... | 31 |
| Table 15. Single women - hazards and barriers to behavioural change..... | 32 |
| Table 16. Unemployed youths - hazards and barriers to behavioural change..... | 32 |
| Table 17. People living on river banks - hazards and barriers to behavioural change..... | 33 |
| Table 18. Labourers - hazards and barriers to behavioural change..... | 33 |
| Annex 3..... | 34 |
| Annex 4..... | 36 |
| Annex 5..... | 38 |
| How does the Participatory Campaign Planning (PCP) process contribute to the Sendai Framework for Disaster Risk Reduction principles?..... | 38 |
| Principle 4..... | 38 |
| Principle 6..... | 38 |
| Principle 8..... | 38 |

1. WHAT IS PARTICIPATORY CAMPAIGN PLANNING (PCP)

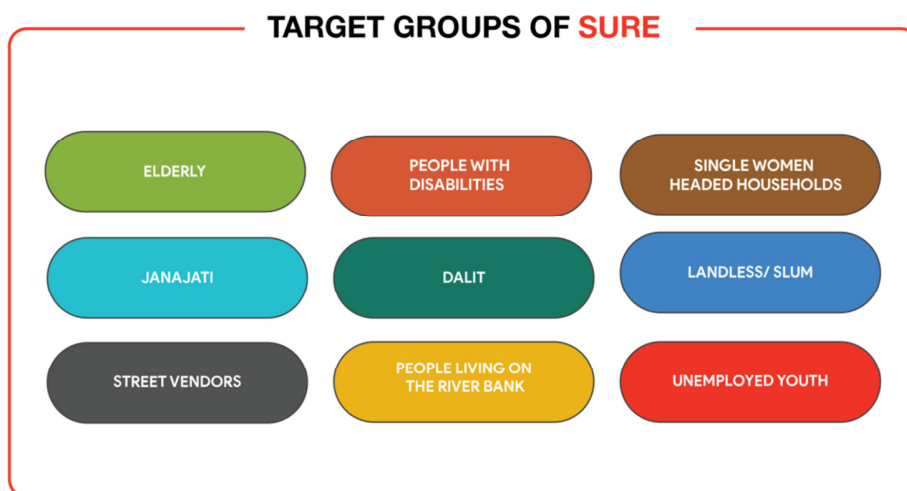
The PCP is a process designed and facilitated by the Strengthening Urban Resilience and Engagement programme (“SURE”) which is implemented by the Nepal Red Cross (NRCS) in partnership with the British Red Cross, in seven municipalities. SURE aims to increase the resilience of communities that are marginalised, vulnerable and disaster risk-prone[1]. The SURE design targets specific groups that are vulnerable to disasters, targeting four groups vulnerable to disasters in each of the municipalities to increase their awareness of their risks to different disasters, and build confidence and skills in engaging in processes to reduce those risk through mitigation measures and linking with government systems.

SURE, with its rigorous assessment process, identified eleven types of target groups. Table 1 lists these eleven target groups. Since the characteristics of these communities differ from each other, their need for information also differs. Learning from the previous Earthquake Preparedness for Safer Communities (EPS) programme reflected that disseminating general messages to entire populations was ineffective in creating behavior change. Knowing this, SURE developed a participatory process that engages target

The PCP moves away from a blanket approach in communicating messages, to adopt an approach where messages and the means of communicating them are tailored to different target groups, with the aim of making them more effective in creating behaviour change.

groups to design messages and modes of communication that is most effective and meaningful to them, increasing the likelihood of information being heard, understood and acted upon. The process is called Participatory Campaign Planning (PCP).

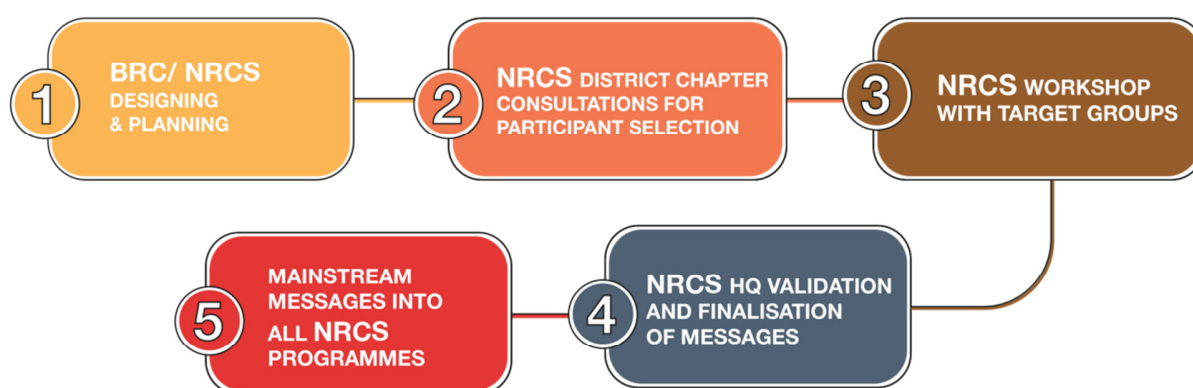
TABLE 1. TARGET VULNERABLE GROUPS OF SURE



PCP PROCESS

The PCP process has five stages (see Figure 1). The five stages are: 1) planning; 2) consultations for participant selection; 3) workshops; 4) validation and finalisation of messages; and 5) mainstreaming adapted messages into the programme. The PCP is not a standalone activity. It engages with multiple stakeholders including the programme team, vulnerable groups and municipal officials. It also feeds into different processes and activities of SURE such as best times and places for community activities, IEC material development and importantly SURE’s community engagement and accountability strategy.

FIGURE 1. PCP PROCESS



The PCP methodology was developed by the BRC and NRCS headquarters SURE team and rolled out by the programme team in each municipality. A separate one-day workshop was held with each of the programmes’ target groups, 28 in total.

The workshops were participatory- and activity-based and sought to establish:

- Hazards that target groups felt they were at the biggest risk of
- Test existing key messages to understand if target groups think each message is effective in changing behaviour, and if not, why not
- Map the barriers to behaviour change
- Understand participants’ social networks and understand the best opportunities to share information
- Understand the most effective means of communication
- Understand how different target groups prefer to give feedback

Following the workshop, detailed analysis was done by the programme team and specific key messages for the target groups were developed for the target groups based on the findings.

A dissemination workshop was held with external actors and the findings have fed into the revision of government messages.

2. RESULTS

Messages for nine hazards were tested in the PCP workshops. Testing involved target groups feeding back on the five to six key messages identified for each hazard that they felt were relevant to them.

TABLE 2 TARGET GROUPS AND THE HAZARDS MESSAGES.THEY FEEDBACK ON

| Hazards | Earthquake | Lightning | Fire | Road accident | Pollution | Landslide | Flood | Epidemic | Cold wave |
|------------------------------|------------|-----------|------|---------------|-----------|-----------|-------|----------|-----------|
| Informal settlements | √ | | √ | √ | √ | √ | √ | √ | |
| Dalit | √ | | √ | √ | √ | √ | √ | √ | |
| Janajati | √ | √ | √ | √ | √ | √ | √ | √ | |
| People living on river banks | √ | | √ | | √ | √ | √ | √ | |
| Single women | √ | | √ | √ | √ | √ | √ | √ | √ |
| Person with disabilities | √ | | √ | √ | | √ | √ | √ | √ |
| Street vendors | √ | √ | √ | √ | √ | √ | √ | √ | |
| Unemployed youth | √ | | √ | √ | √ | √ | √ | √ | |
| Labourers | √ | | √ | √ | | √ | √ | √ | |
| Elderly people | √ | √ | | | | √ | √ | √ | |

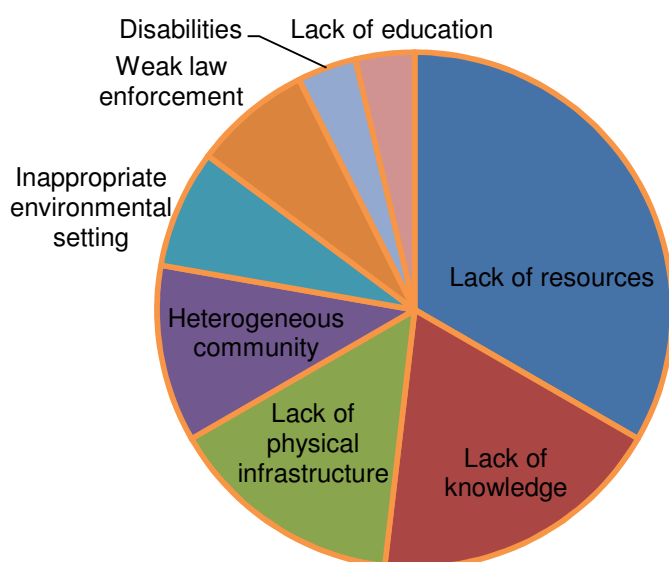
2.1 BARRIERS TO BEHAVIOURAL CHANGE

While it is too soon for impact level change to materialize, the immediate results reflected that target groups became engaged in the programme through the PCP process and felt valued through the consultation. Feedback from target groups indicated they previously did not have the opportunity to engage.

Hazard messages were changed based on the findings, both within and outside of the programme; tailoring them to different target groups with the aim of increasing the effectiveness of messages for the purpose of promoting behaviour change.

In encouraging behavioural change, we need to understand what the barriers are to change, and which of these barriers are most challenging (see figure 2). In addition annex 2 details target groups, hazards, and barriers to behavioural change. It also categorises eight barriers that impede behavioural change.

FIGURE 2. BARRIERS AND THEIR FREQUENCY OF OCCURRENCE IN THE PCP WORKSHOPS



LACK OF RESOURCES

This was the biggest barrier for the PCP participants. Participants highlighted identified as poor and lacking important resources, such as, income, property and equipment that are required to be resilient against disasters. According to the participants, messages that necessitate these resources may be hard to translate into actions as they lack such resources. This included messages related to prepositioning of rescue materials, training local volunteers, and constructing a house following the building code.

LACK OF KNOWLEDGE

The second most referred barrier was the lack of knowledge, and this was a key consideration for target groups. If the target groups have no knowledge regarding how the delivered messages are acted upon, these messages are of no use. For instance, a message related to earthquake safety plans was discussed in the workshops. The participants rejected the appropriateness of the message because they cannot make such plans because they do not pose such knowledge. Similarly, the single women target group, stated that they have no or limited knowledge about controlling fire using local materials. Hence, they said that messages to control fire with the help of local material should specify materials and the ways to use them as well.

LACK OF PHYSICAL INFRASTRUCTURE

Lack of physical infrastructure as a barrier was cited four times in the workshops, where participants suggested to consider the availability and access to physical infrastructures while formulating messages. In the case of messages related to road accidents, Persons with disabilities objected that it will be hard to follow messages that request them to walk on footpaths because footpaths are not disable friendly. Similarly, people who are living on river banks stated that the messages suggesting people to move to temporary shelters during flooding made no sense to them as they have no access to these shelters.

HETEROGENEOUS COMMUNITY MAKEUP

Heterogeneous community makeup of communities, including the outlawed but still very much present caste system within Nepali society acts as a barrier to behavioural change. Dalit target groups stated that they cannot follow messages that asks them to go to safe shelters during disasters because they are socially excluded and are not allowed to take shelters with other so-called higher castes.

INAPPROPRIATE ENVIRONMENTAL SETTING

In Godawari municipality, unemployed youths suggested to adapt a message that recommended the 'use of rafts during flood'. The group stated that rafts may not be useful in cases of flood in their location because there are big stones in the river that may obstruct rafts, making rescue operations difficult. Another example came from persons with disabilities target group who expressed that they live in community shelters, and due to this, they are unable to follow messages that suggest using the building code while building houses.

WEAK LAW ENFORCEMENT

The participants raised concerns over messages that may require a proper enforcement of laws. There was a message that requests pedestrians to use footpaths, but the participants informed that it is difficult to walk on footpaths because of street shops. According to them, such messages require an effective law enforcement which is beyond their capacity.

DISABILITIES

Participants belonging to Person with Disabilities group suggested to account for their individual physical and mental abilities. They cited an example of flood warning messages to be disseminated through sirens and radio. They reported that these messages may not be useful for people who have hearing impairment, hence, it is important to design message taking these aspects into consideration.

LACK OF EDUCATION

This was also the least cited barrier. A group of Person with Disabilities cited that most messages are designed considering educated people. For example, a message asks people to collect phone number of security forces and contact them during emergencies. According to the group, this message may not be relevant for illiterate people.

2.3 DESIGNING MESSAGES – LESSONS

The barriers to behavioural change identified by the PCP participants suggest at least eight areas that need to be considered while formulating effective messages (listed in figure 3). This list is not exhaustive and may vary in different geographical, social and environmental contexts.

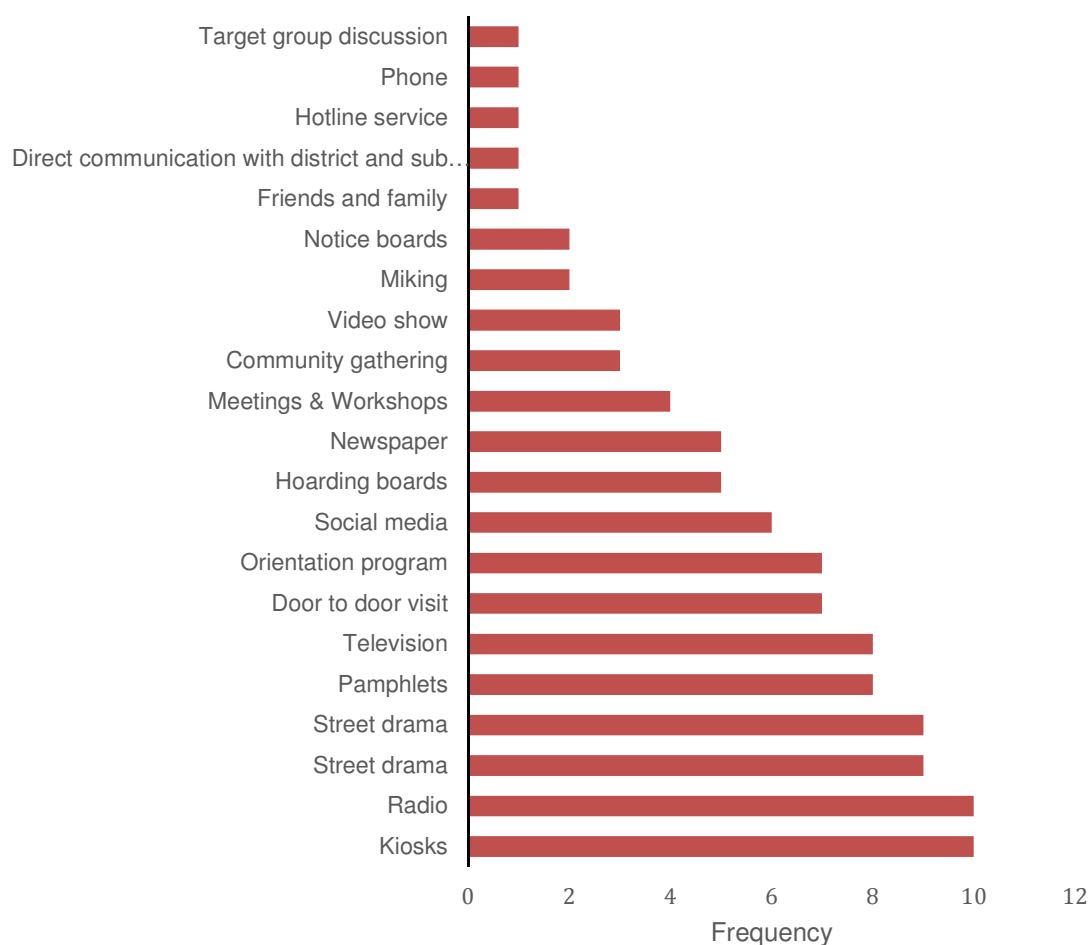
FIGURE 3. KEY AREAS FOR DESIGNING EFFECTIVE MESSAGES



2.3 MEANS OF COMMUNICATION

Various means of communication for the dissemination of messages were listed by target groups in the PCP workshops. Then, a total of 21 most preferred means were selected, which are ranked based on their frequency in Figure 4, i.e. kiosks and radio were the highly cited and direct communication with district and sub chapters, target group discussion, phone call, hotline service, and friends and family were least cited communication means. This result tells us that a message delivered through radio, kiosks, and street drama is highly likely to reach SURE’s target group. Annex 3 presents the preferred means of communication by each target group.

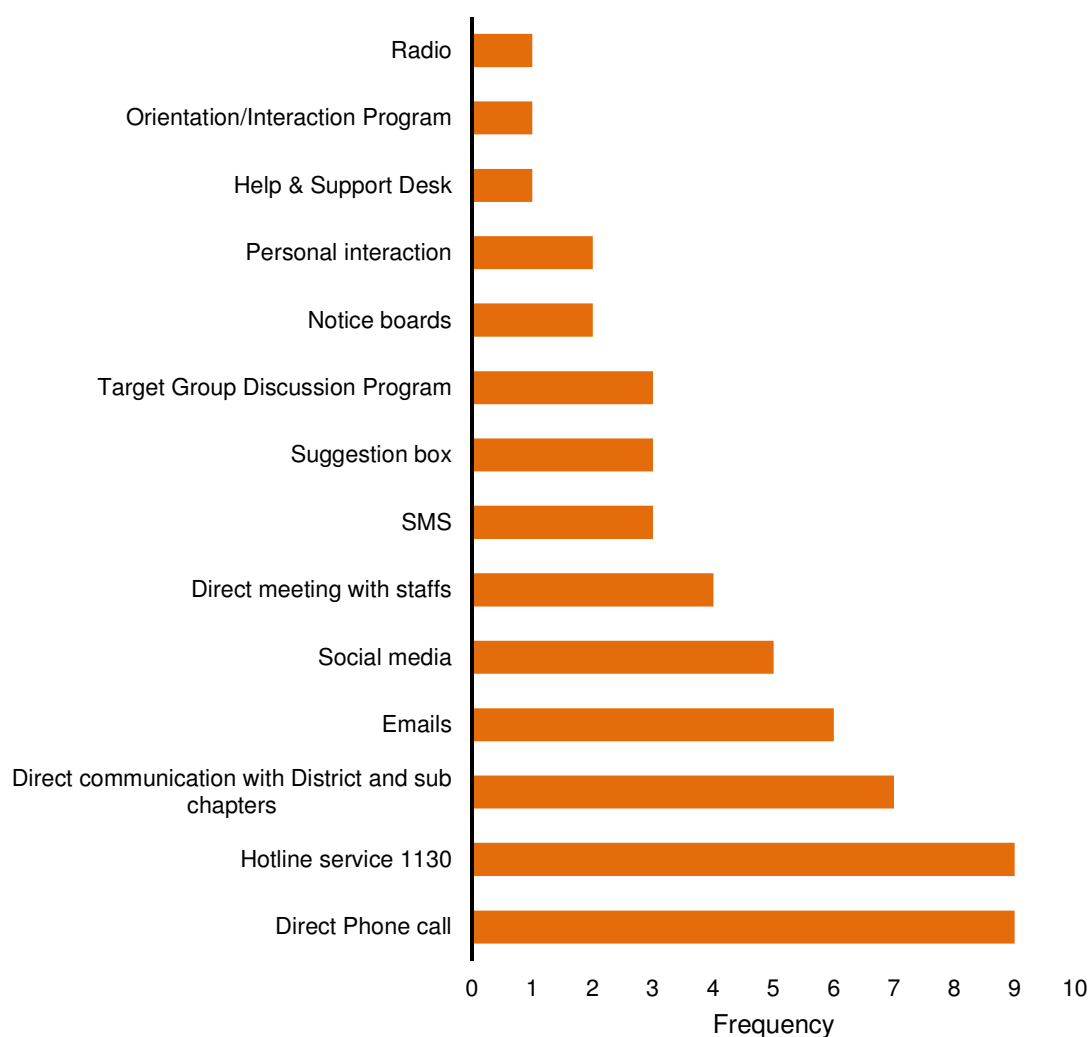
FIGURE 4. MOST PREFERRED MEANS OF COMMUNICATION



2.4 FEEDBACK CHANNELS

Collecting community feedback is an important element of an effective community engagement and accountability strategy. In the PCP workshops, the modes of feedback channels were also identified with each target group. The most preferred feedback channel identified by target groups was NRCS' Hotline service 1130 and direct phone call. The least preferred channel were orientation/interaction program, radio and help and support desk. Annex 4 presents the preferred feedback channels by target groups.

FIGURE 5. MOST PREFERRED FEEDBACK CHANNELS.



2.5 DAILY MOBILITY MAPPING

The objective of this exercise was to gather information about the movement and type of activity of target groups across a regular weekday and the weekend (Saturday). In the PCP process, it is helpful to identify appropriate place, time and means for message dissemination to inform the urban engagement and accountability strategy of when, how and where to arrange target group meetings.

MOBILITY ON WEEKDAYS

A summary of target groups' mobility on weekdays, and recommendations on how to engage with target groups are (see table 3 for more details):

1. Evening time after 5 pm is when most of the target groups watch TV and listen to radio. Hence, it seems appropriate for disseminating information through TV channels after 5 pm;
2. From 9 am to 5 pm, is when target group members are working. It may not be appropriate to organise community gatherings, meetings and workshops during this time;
3. It was also reported that many of the target groups visit temples in the morning time between 6 am and 9 am. It might be a good idea to place awareness raising hoarding boards near temples.
4. Some target groups such as Dalit and street vendors informed that they listen to radio in the morning. Therefore, if there are messages designed for these target groups, broadcasting them during this time may be appropriate.
5. Unemployed youths reported that they spend time on social media in the evening, messages for this group can be disseminated through social media between 5 pm and 9 pm.
6. In all the working municipalities, no single women reported of watching TV. Using TV for awareness raising or any other information dissemination targeting them may not be effective.

TABLE 3. SUMMARY OF MOBILITY ON WEEKDAYS

| Target groups | 6 am to 9 am | 9 am to 1 pm | 1 pm to 5 pm | 5 pm to 9 pm |
|---------------|---------------------------|------------------------|------------------------|---|
| Landless | Exercise, pray, housework | Work, study, housework | Work, study, housework | Housework, gathering, work, study, watching TV, family time |

| Target groups | 6 am to 9 am | 9 am to 1 pm | 1 pm to 5 pm | 5 pm to 9 pm |
|------------------------------|---|---|--|---|
| Dalit | Housework, study, work, exercise, pray, childcare, listen radio, watch TV | Work, housework, watch TV | Housework, exercise, watch TV | Housework, watch TV, gathering, family time, listen radio |
| Janajati | Pray, study, exercise, housework, childcare | Study, housework, meeting friends & relatives, work, watch TV | Housework, study, work, | Housework, watch TV, social media, family time, study |
| People living on river banks | Housework, work | Housework, study, work | Housework, work | Housework |
| Single women | Housework, going to market | Housework, going to market, work | Housework, study, work, childcare | Housework, rest |
| Person with disabilities | Housework, exercise, study, pray, gathering | Housework, work, study | Housework, community visits, study, work | Housework, family time, watch TV, work |
| Street vendors | Housework, exercise, watch TV, listen radio, pray, childcare | Work, community visits, work, watch TV | Work, community visits, watch TV, listen radio | Housework, work, listen radio, watch TV |
| Unemployed youths | Housework, work, childcare, college, exercise | Home, cinema, youth club visits | Housework, partner meeting | Housework, social media, watch TV |
| Labourers | Housework, work, childcare, news, | Housework, going to market, work, watch TV | Housework, collect firewood, watch TV, rest, work, study | Housework, watch TV, family time, gathering, social media |

MOBILITY ON WEEKENDS

A summary of target groups' mobility on weekdays, and recommendations on how to engage with target groups are (see table 4 for more details):

1. Some target groups, such as landless, Persons with disabilities and single women, have group meetings on Saturdays, which SURE can utilise for the purpose of the programme instead of organising separate meetings.
2. Saturdays have generally less work than weekdays, it appears that weekends can be utilised to deliver programme activities.
3. Though unemployed, youths seemed to be busy doing other works on Saturdays. Therefore, it is important to consider while planning to engage with them.

TABLE 4. SUMMARY OF MOBILITY ON WEEKENDS

| Target groups | 6 am to 9 am | 9 am to 1 pm | 1 pm to 5 pm | 5 pm to 9 pm |
|------------------------------|---|--|---|--|
| Landless | Meeting, exercise, temple, gathering, housework | Group meeting, home, exercise, get together | Housework, friends, shop | Housework |
| Dalit | Housework, shop, newspaper, work | Watching TV, housework, work | Housework, exercise, watch TV, listen radio | Housework, family time, watch TV, listen radio |
| Janajati | Housework, temple, cinema, group meeting | Cinema, exercise, visit places, go to relatives, visit markets | Exercise, visit places, seasonal work | Housework, watch TV |
| People living on river banks | Housework, | Group meeting, housework, rest | Housework | Housework |
| Single women | Housework, market | Visit relatives, housework, community meetings, social work | Housework | Housework |

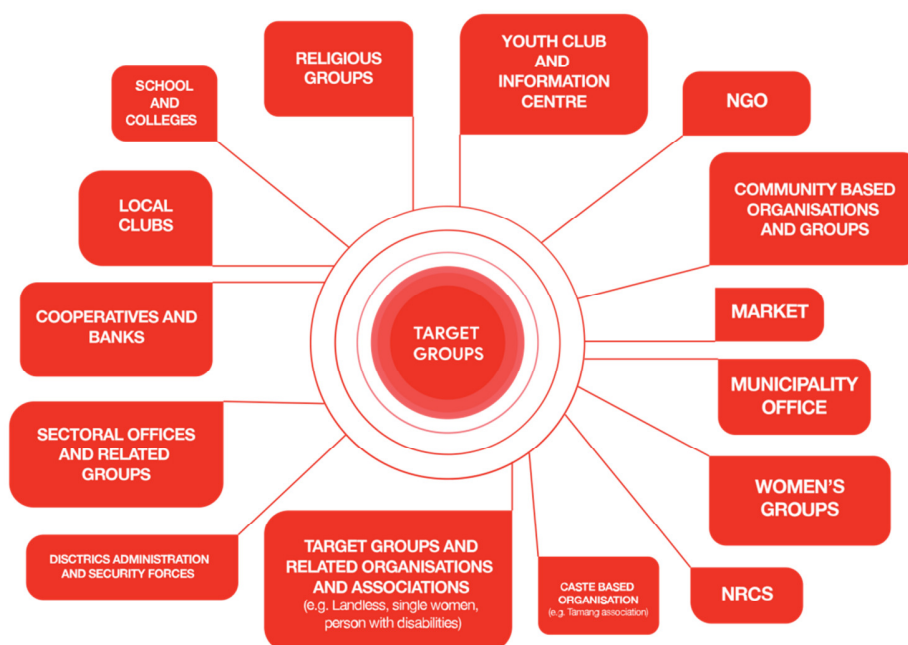
| | | | | |
|--------------------------|---|--|---|--|
| Person with disabilities | Housework, exercise, listen radio, temple | Housework, meeting with disable groups, visit places, visit relatives, rest, hospital, study | Housework, visit places, study | Housework, watch TV, gossip, study |
| Street vendors | Housework, work, news | Housework, work | Housework, work, watch TV, listen radio | Housework, work, family time |
| Unemployed youths | Housework, meeting | Work | Work | Work, housework |
| Labourers | Housework, newspaper, work | Community meeting, work | Work, rest, study | Housework, family time, watch TV, social media |

2.6 SOCIAL NETWORK ANALYSIS

Given the connectedness and social cohesion are core components of understanding and building resilience and changing behaviour, it's important to have an understanding of how people share information and influence members of their own community. This tool helps inform where messages on disasters need to be targeted too in order to reinforce proactive behaviour to disaster resilience building.

FIGURE 6 DISPLAYS THESE CATEGORIES.

(Note: increase size = increase frequency; distance has no meaning)



3. CHALLENGES

- During the PCP process it was challenging to work with the Disability group because initially the overall key messages were not designed targeting people with multiple disabilities.
- Providing incentives to the Caretakers and translators for those PWDs who need it was also not in the preliminary planning, so it was very difficult to manage budget for them as they keep higher expectations.
- TGs(laborer, Dalit) having lower economic status have to engage in their daily work to fulfill their basic needs, so it was difficult to make them participate in the overall process.
- Diversified Language created barriers to some extent while communicating with the local TGs which resulted more time consumption. To overcome this, Local level volunteers were mobilized.

4. LEARNING

1. Messages on disaster preparedness need to be tailored to specific target groups
2. Targeting messages increases the inclusion of women and other vulnerable groups
3. Communicating messages is more effective when using channels preferred by different target groups
4. Consider the barriers while working on behavioural change
5. Involvement of target people in message formulation develops ownership which motivates them to share messages in their networks

5. CONCLUSION

SURE aims to increase resilience of communities that are marginalised, vulnerable and disaster risk-prone, with SURE working with 11 types of target groups. One of the objectives of SURE is tailoring disaster messages to encourage behavioural change, moving away from traditional blanket information dissemination using the PCP process. The results of the PCP workshops suggested at least eight key areas to be considered while developing messages targeting behavioural change; they are resources, knowledge, physical infrastructures, environmental setting, law enforcement, social status, education, and disabilities.

The PCP workshops identified suitable means of communication to disseminate tailor-made messages: radio, kiosks, street drama, pamphlets, and television being the most preferred means of communication identified by the target groups. With complaint and feedback channels, target groups preferred to use the NRCS hotline number, along with the use of social media, SMS and direct phone call as options.

The mobility mapping exercise was beneficial to understand target groups' daily routine. Apart from housework, people are busy in several other purposes, such as study, exercise, work, spend time with family, and watch TV. Since people watch TV and listen radio in the mornings, messages can be delivered through in the same time using these mediums. It was also discovered that target groups meet occasionally during weekdays and weekends, a possible opportunity for the SURE programme to link with these platform during this time.

The social network analysis informed the project about target groups' affiliations. A majority of target groups are associated with community based organisations and related associations and group. For instance, single women have their own groups. Similarly, landless are affiliated to landless groups. These affiliations can be used to create a synergetic effect in delivering project activities.

ANNEX 1

The PCP workshops were organised in all SURE’s working municipalities with all target groups. Hence, there were 28 PCP workshops. A copy of the schedule for the PCP workshops is presented in Table 8. Participants for these workshops were identified in consultations with municipal governments and relevant associations of target groups. These consultations were crucial to engage government and non-government agencies, which created an enabling environment for the institutionalisation of such processes within concerned stakeholders. The processes employed in each PCP workshop is detailed below.

TABLE 5. COPY OF THE PCP WORKSHOP SCHEDULE

| Time | Session | Facilitator | Resources | Note taker |
|------------------|--|----------------|--|-----------------|
| 9.30 AM | Introduction Registration | DC Team | Meta cards | - |
| 10.00 - 10.15 AM | Objectives sharing, Introduction to SURE program | HQ | | PMEAL DC SPA |
| 10:15 – 10:20 AM | Group division for discussions in 3 groups | HQ and DC Team | Flip charts, markers, meta cards, thumb pins, white board, | |
| 10.20 – 10:40 | 1. Triangulate hazards identified in the urban assessment - do participants feel that the hazards identified by SURE are their most pressing threats? If not, what threats/issues concern participants most/more? Could the Red Cross help address these new issues? | HQ and DC Team | Masking tapes | PMEAL DC SPA |

| Time | Session | Facilitator | Resources | Note taker |
|--------------|---|----------------|--|----------------------------|
| 10:40-11:10 | <p>2. Once key hazards are confirmed.</p> <p>Test existing key messages.</p> <p>Are there existing messages/campaigns tackling these hazards? Do you think these messages are appropriate/effective that may lead to change target groups' behaviours?</p> <p>Which are the most effective existing messages/actions? Which are the most effective existing messages/actions? Does the messaging campaign need changing? How/Why?</p> | HQ and DC Team | <p>Flip charts, markers, meta cards, thumb pins, white board,</p> <p>Masking tapes</p> | <p>PMEAL DC</p> <p>SPA</p> |
| 11:10 -11:45 | <p>3. What do people themselves think would be the most effective messages/actions to combat the hazards they face?</p> <p>For SURE, what do people think success look like, what would be a meaningful/realistic level of change?</p> | | | |
| 11:45-12noon | Tea Break | | | |
| 12-12:30 | <p>4. For the changes identified, map the barriers and motivators which could prevent/encourage people to adopt change.</p> | HQ and DC Team | <p>Flip charts, markers, meta card, thumb pins, white board,</p> <p>Masking tapes</p> | <p>PMEAL DC</p> <p>SPA</p> |

| Time | Session | Facilitator | Resources | Note taker |
|--------------|--|----------------|--|---------------------|
| 12:30-1:30pm | 5. Based on the information collected regarding preferred actions/behaviour change, barriers and motivators – group should try to develop messages they think will be appealing and effective. | HQ and DC Team | Flip charts, markers, meta card, thumb pins, white board, Masking tapes | PMEAL DC SPA |
| 1:30-2:15pm | Lunch | | | |
| 2:15 – 3pm | 6. What are participants’ social networks? How, where, when do they have social interaction, receive and share information with friends, family and authority figures? Mapping exercise Based on this mapping – where does the group see the best opportunities for sharing information and influencing people to adopt change? | HQ and DC Team | Flip charts, markers, meta card, thumb pins, white board, Masking tapes | PMEAL DC SPA |
| 3-3:30pm | 7. Having carried out the mapping and identified key opportunities – what information sharing tools and strategies would be most effective with each opportunity, e.g. street drama during festivals, posters or radio messages at the local tea shop, lessons at school, a presentation at a community meeting etc. This may include targets for advocacy which should also be recorded for reference. | HQ and DC Team | Flip charts, markers, meta card, thumb pins, white board, Masking tapes | PMEAL DC SPA |

| Time | Session | Facilitator | Resources | Note taker |
|---------------|---|-------------|---|-----------------|
| 3:30-3:45pm | Tea Break | | | |
| 3:45 - 4:15pm | 8. How would people like to feedback to the Red Cross if they have questions, comments, requests, suggestions, or complaints? | HQs & BRC | Flip charts, markers, meta card, thumb pins, white board, Masking tapes | PMEAL DC SPA |
| 4.30 PM | Closing | Team | | |

Step 4, the PCP workshops entailed the following five different exercises.

1. Designing messages
2. Means of communication
3. Complain and feedback channel
4. 24-hour clock
5. Social network analysis

DESIGNING MESSAGES

Prior to the workshops, the project team prepared a draft of five key messages related to the top hazards that were identified through the urban assessment. These messages were picked randomly from a list of messages developed by the Government of Nepal and other humanitarian actors.

A participatory approach was applied to get feedback on each message. The following questions were asked:

- a. Are there existing messages/campaigns tackling these hazards?
- b. Do you think these messages are appropriate/effective that may lead to change target groups' behaviours?
- c. Which are the most effective existing messages/actions? Does the messaging campaign need changing? How/Why?

To do so Table 9 was used. Participants were divided into three groups. Every participant was asked to vote whether the messages were effective to influence them to change their behaviour. Participants also suggested how to adapt messages that are identified as less effective. The learnings from this exercise are detailed in Section 2.2 of this report.

| Major hazards | Key messages | Effective | Less effective | Why | Suggestion | Remarks |
|---------------|--------------|-----------|----------------|-----|------------|---------|
| Hazard 1 | Message 1 | | | | | |
| | Message 2 | | | | | |
| | Message 3 | | | | | |
| | Message 4 | | | | | |
| | Message 5 | | | | | |
| Hazard 2 | Message 1 | | | | | |
| | Message 5 | | | | | |

MEANS OF COMMUNICATION

Target groups were consulted to identify the most effective ways to disseminate messages. A list of possible means of communication were identified by experts in NRCS. Like the designing-messages exercise, Table 10 was used where every participant was asked to vote which means of communication would they think be effective. Participants were asked to rate the pre-identified means in two categories: effective and less effective. The outcomes of this exercise are detailed in Section 2.3 of this report.

TABLE 6 - MEANS OF COMMUNICATION EXERCISE

| Means of communication (MoC) | Effective | Less effective | Why? | Remarks |
|------------------------------|-----------|----------------|------|---------|
| MoC 1 | | | | |

| | | | | |
|-------|--|--|--|--|
| MoC 2 | | | | |
| MoC 3 | | | | |

COMPLAINT AND FEEDBACK CHANNEL

The objective of this exercise is to identify channels that target groups prefer to provide feedback, complaints and suggestions related to SURE interventions. Some channels were pre-identified by NRCS experts, and some were suggested by the participants. This exercise was beneficial in two ways: 1) to inform channels that currently exist in the NRCS system; 2) to rank channels from highly to less effective. Since the PCP workshops were designed based on participatory approach, every participant was asked to vote. Table 11 was used for this exercise. The findings of this exercise are presented in Section 2.5 of this report.

TABLE 7 - COMPLAIN AND FEEDBACK CHANNEL EXERCISE

| Channels | Highly effective | Medium effective | Low effective | Why? | Remarks |
|-----------|------------------|------------------|---------------|------|---------|
| Channel 1 | | | | | |
| Channel 2 | | | | | |
| Channel 3 | | | | | |
| Channel 4 | | | | | |

24-HOUR CLOCK

This exercise was designed to ascertain interaction platforms of the project’s target groups. Identifying such platforms is critical to find ways to understand how information flows within communities and where social interactions occur. In this exercise, the 24-hour clock tool was used, which explores daily activities of each target group for weekdays and weekends. The daily activities were divided into four time periods. Table 12 was used for this exercise.

TABLE 8 - 24-HOUR CLOCK

| Weekday | Time | Activities | Location |
|---------|--------------|------------|----------|
| | 6 am to 9 am | | |
| | 9 am to 1 pm | | |
| | 1 pm to 5 pm | | |
| | 5 pm to 9 pm | | |
| Weekend | 6 am to 9 am | | |
| | 9 am to 1 pm | | |
| | 1 pm to 5 pm | | |
| | 5 pm to 9 pm | | |

SOCIAL NETWORK ANALYSIS EXERCISE

In this exercise, participants were simply asked to their existing networks and affiliations. The objective of this exercise was to list stakeholders and groups (both formal and informal) that can be helpful in strengthening resilience of SURE target groups. Table 13 was used for this exercise.

TABLE 9 - SOCIAL NETWORK TABLE

| Networks and groups | Address |
|---------------------|---------|
| | |
| | |
| | |

ANNEX 2

This section presents supplementary tables for Section 2.1. It details what barriers exist to change target groups' behaviour in relation to hazard-specific messages.

TABLE 10. STREET VENDORS - HAZARDS AND BARRIERS TO BEHAVIOURAL CHANGE

| Target groups | Hazards and barriers to behavioural change | Categorisation of barriers |
|----------------|--|--|
| Street vendors | <p>Earthquake</p> <ol style="list-style-type: none"> Open spaces for evacuation and temporary shelters are limited – messages related to taking shelter in open spaces are less appropriate Messages related to taking safety measures cannot be followed because of limited knowledge in this regard <p>Lightning</p> <ol style="list-style-type: none"> Earthing houses as lightning protection is difficult because of no technical knowledge <p>Pollution</p> <ol style="list-style-type: none"> Difficult to follow the message that requests to dispose wastes in bins because no disposable bins are available | <ol style="list-style-type: none"> Inappropriate environmental setting Lack of knowledge |

TABLE 11. LANDLESS - HAZARDS AND BARRIERS TO BEHAVIOURAL CHANGE

| Target groups | Hazards and barriers to behavioural change | Categorisation of barriers |
|---------------|--|--|
| Landless | <p>Earthquake</p> <ol style="list-style-type: none"> 1. They cannot construct new house or repair one, hence following building code message is irrelevant 2. Unable to implement earthquake safety measures because of no knowledge on it <p>Fire</p> <ol style="list-style-type: none"> 1. Conserving water sources does not apply to their context because they live on river banks <p>Road accident</p> <ol style="list-style-type: none"> 1. No subways and flyovers exist in plenty, hence, messages promoting the use of them are inappropriate <p>Landslide</p> <ol style="list-style-type: none"> 1. Unable to follow messages that focus on identifying safe place to live because they cannot afford safe place <p>Flood</p> <ol style="list-style-type: none"> 1. Due to poverty, they cannot move their house to a safer place: finding safe place to construct houses is inappropriate 2. EWS messages may be irrelevant – no EWS exist 3. Cannot preposition life-saving equipment: unaffordable | <ol style="list-style-type: none"> 1. Lack of resources 2. Lack of knowledge 3. Inappropriate environmental 4. Lack of resources |

TABLE 12. JANAJATI - HAZARDS AND BARRIERS TO BEHAVIOURAL CHANGE

| Target groups | Hazards and barriers to behavioural change | Categorisation of barriers |
|---------------|---|---|
| Janajati | <p>Earthquake</p> <ol style="list-style-type: none"> 1. Due to poverty, they cannot move their house to a safer place: finding safe place to construct houses is inappropriate 2. Prepositioning emergency kits cannot be followed: unaffordable 3. Open spaces for evacuation and temporary shelters are limited – messages related to taking shelter in open spaces are less appropriate 4. Unable to implement earthquake safety measures because of no knowledge on it <p>Lightning</p> <ol style="list-style-type: none"> 1. Earthing houses as lightning protection is difficult because of no technical knowledge; plus, settlements are unmanaged <p>Fire</p> <ol style="list-style-type: none"> 1. Using firefighting trucks to control fire may be inappropriate because roads are narrow. 2. Using local water sources may also be difficult because they either do not exit or limited <p>Road accident</p> <ol style="list-style-type: none"> 1. Messages encouraging pedestrians to use footpaths are difficult to follow because footpaths are full of street shops 2. No subways and flyovers exist in plenty, hence, messages promoting the use of them are inappropriate <p>Landslide</p> <ol style="list-style-type: none"> 1. Due to limited knowledge on assessing landslide susceptible areas, identifying safe place to construct houses may not be followed <p>Flood</p> <ol style="list-style-type: none"> 1. EWS messages may be irrelevant – lack of technical knowledge 2. Using rescue materials is inappropriate: exist none <p>Epidemic</p> <ol style="list-style-type: none"> 1. Practicing hygiene and sanitation is difficult: no knowledge | <ol style="list-style-type: none"> 1. Lack of resources 2. Lack of resources 3. Lack of knowledge 4. Lack of physical infrastructure 5. Weak law enforcement |

TABLE 13. PERSONS WITH DISABILITIES - HAZARDS AND BARRIERS TO BEHAVIOURAL CHANGE

| Target groups | Hazards and barriers to behavioural change | Categorisation of barriers |
|--------------------------|---|--|
| Person with disabilities | <p>Earthquake</p> <ol style="list-style-type: none"> 1. Messages related to evacuating to safe shelters may be inappropriate because safe shelters are not disable friendly 2. Applying the building code is inappropriate because they live in community shelters <p>Fire</p> <ol style="list-style-type: none"> 1. Saving others is not applicable because Persons with disabilities are not capable of doing so 2. Unable to contact security forces during disasters because some are illiterate <p>Road accident</p> <ol style="list-style-type: none"> 1. Crossing roads through zebra crossing may be difficult: no zebra crossing is disable friendly and many are faded 2. Walking on footpaths and flyovers may not be appropriate: they are not disable friendly 3. Messages focusing on following traffic lights may be irrelevant: absence of disable friendly traffic lights <p>Landslide</p> <ol style="list-style-type: none"> 1. Due to poverty, they cannot move their house to a safer place: finding safe place to construct houses is inappropriate <p>Flood</p> <ol style="list-style-type: none"> 1. Messages relate to moving to temporary shelters may be difficult to follow: no disable friendly shelters exist 2. Warning sirens will not work for persons with hearing impairments 3. Using rescue materials during floods is not suitable: they are not appropriate for Persons with disabilities | <ol style="list-style-type: none"> 1. Lack of physical infrastructure 2. Different social setting 3. Disabilities 4. Lack of education 5. Lack of resources |

TABLE 14. DALIT - HAZARDS AND BARRIERS TO BEHAVIOURAL CHANGE

| Target groups | Hazards and barriers to behavioural change | Categorisation of barriers |
|---------------|--|---|
| Dalit | <p>Earthquake</p> <ol style="list-style-type: none"> 1. Due to poverty, they cannot move their house to a safer place: finding safe place to construct houses is inappropriate 2. Prepositioning emergency kits cannot be followed: unaffordable 3. Evacuating to safe shelters may be inappropriate because they are not allowed to stay with others <p>Landslide</p> <ol style="list-style-type: none"> 1. Due to poverty, they cannot move their house to a safer place: finding safe place to construct houses is inappropriate <p>Flood</p> <ol style="list-style-type: none"> 1. EWS messages inappropriate: exists none <p>Epidemic</p> <ol style="list-style-type: none"> 1. Messages asking to drink safe drinking water are difficult to follow: safe drinking water is unavailable 2. Due to lack of knowledge, maintaining hygiene may be difficult 3. Messages aiming to reduce food wastes is not applicable because they are poor and do not throw food | <ol style="list-style-type: none"> 1. Lack of resources 2. Lack of resources 3. Lack of physical infrastructure 4. Lack of knowledge 5. Different social setting |

TABLE 15. SINGLE WOMEN - HAZARDS AND BARRIERS TO BEHAVIOURAL CHANGE

| Target groups | Hazards and barriers to behavioural change | Categorisation of barriers |
|---------------|--|---|
| Single woman | <p>Earthquake</p> <ol style="list-style-type: none"> 1. Unable to follow messages related to the building code: no technical knowledge 2. Prepositioning emergency kits cannot be followed: unaffordable <p>Fire</p> <ol style="list-style-type: none"> 1. Updating contact lists of local firefighters and trained volunteers may not be applicable: exists none 2. Using local resources to control fire may be difficult to apply: limited or no knowledge <p>Road accident</p> <ol style="list-style-type: none"> 1. Messages encouraging pedestrians to use footpaths are difficult to follow because footpaths are full of street shops <p>Flood</p> <ol style="list-style-type: none"> 1. EWS messages inappropriate: exists none <p>Cold wave</p> <ol style="list-style-type: none"> 1. Prepositioning warm cloths is unaffordable, hence, difficult to follow such messages | <ol style="list-style-type: none"> 1. Lack of knowledge 2. Lack of resources 3. Lack of physical infrastructure 4. Weak law enforcement |

TABLE 16. UNEMPLOYED YOUTHS - HAZARDS AND BARRIERS TO BEHAVIOURAL CHANGE

| Target groups | Hazards and barriers to behavioural change | Categorisation of barriers |
|-------------------|---|--|
| Unemployed youths | <p>Flood</p> <ol style="list-style-type: none"> 1. Messages asking to use rafts during flood may be inappropriate because the river contains a lot of stones, making rafts difficult to float | <ol style="list-style-type: none"> 1. Inappropriate environmental setting |

TABLE 17. PEOPLE LIVING ON RIVER BANKS - HAZARDS AND BARRIERS TO BEHAVIOURAL CHANGE

| Target groups | Hazards and barriers to behavioural change | Categorisation of barriers |
|------------------------------|--|-----------------------------|
| People living on river banks | <p>Flood</p> <p>1. Due to poverty, they cannot move their house to a safer place: finding safe place to construct houses is inappropriate</p> | <p>1. Lack of resources</p> |

TABLE 18. LABOURERS - HAZARDS AND BARRIERS TO BEHAVIOURAL CHANGE

| Target groups | Hazards and barriers to behavioural change | Categorisation of barriers |
|---------------|--|---|
| Labourers | <p>Flood</p> <p>1. Messages asking to use rafts during flood may be inappropriate because the river contains a lot of stones, making rafts difficult to float</p> | <p>1. Inappropriate environmental setting</p> |

ANNEX 3

This annex presents the supplementary tables for Section 2.3, which details preferred means of communication by each target group.

| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
|----------------------|-------|----------|------------------------------|--------------|---------------------------|----------------|-------------------|-----------|----------------|
| Informal settlements | Dalit | Janajati | People living on river banks | Single women | Persons with disabilities | Street vendors | Unemployed youths | Labourers | Elderly people |

| Targetgroups Means of Communication | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
|---|---|---|---|---|---|---|---|---|---|----|
| Community gathering | √ | | √ | | | √ | | | | |
| Door to door visit | √ | √ | √ | | √ | √ | √ | | | √ |
| Hoarding boards | √ | | | √ | | | √ | | | |
| Kiosks | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ |
| Meetings & Workshops | √ | | | | √ | √ | √ | | | |
| Miking | √ | | | | | √ | | | | |
| Orientation program | √ | √ | √ | √ | √ | √ | √ | | | |
| Pamphlets | √ | √ | √ | | √ | √ | √ | √ | √ | |
| Radio | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ |
| Street drama | √ | | | | | | | | | |
| Television | √ | √ | √ | | √ | | √ | √ | √ | √ |

| Targetgroups Means of Communication | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
|---|---|---|---|---|---|---|---|---|---|----|
| Friends and family | | √ | | | | | | | | |
| Social media | | √ | √ | | | √ | √ | √ | √ | |
| Street drama | | √ | √ | | √ | √ | √ | √ | √ | √ |
| Video show | | √ | √ | | | √ | | | | |
| Newspaper | | | √ | | | √ | | √ | √ | √ |
| Notice boards | | | √ | | | √ | | | | |
| Direct communication with district and sub chapters | | | | | √ | | | | | |
| Hotline service | | | | | √ | | | | | |
| Phone | | | | | √ | | | | | |
| Target group discussion | | | | | √ | | | | | |

ANNEX 4

This annex presents the supplementary tables for Section 2.4, which details preferred feedback channels by each target group.

| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
|----------------------|-------|----------|------------------------------|--------------|---------------------------|----------------|-------------------|-----------|----------------|
| Informal settlements | Dalit | Janajati | People living on river banks | Single women | Persons with disabilities | Street vendors | Unemployed youths | Labourers | Elderly people |

| TargetGroups | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
|---|---|---|---|---|---|---|---|---|---|----|
| Feedback Channel | | | | | | | | | | |
| Direct communication with District and sub chapters | √ | √ | √ | | √ | √ | √ | | √ | √ |
| Direct meeting with staffs | | | | √ | √ | √ | √ | | | |
| Direct Phone call | √ | √ | √ | √ | √ | | √ | √ | | |
| Emails | √ | | √ | | √ | | √ | √ | √ | |
| Help & Support Desk | √ | √ | | √ | | √ | √ | | | |
| Hotline service 1130 | √ | | √ | √ | √ | √ | √ | √ | √ | |
| Notice boards | √ | | | | | √ | | | | |
| Orientation / Interaction Program | | | | | | | | | | √ |
| Personal interaction | | | | | | | | √ | √ | |
| Radio | | | | | | | | | | |

| TargetGroups | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
|-------------------------|---|---|---|---|---|---|---|---|---|----|
| Feedback Channel | | | | | | | | | | |
| SMS | | | | | | √ | | √ | √ | |
| Social media | √ | √ | √ | | | √ | | | √ | |
| Suggestion box | | | | | | | √ | √ | √ | |
| Target Group discussion | | | | √ | √ | | √ | | | |

[1] The project information in this report is cited from the SURE Inception Report, May 2017

ANNEX 5

HOW DOES THE PARTICIPATORY CAMPAIGN PLANNING (PCP) PROCESS CONTRIBUTE TO THE SENDAI FRAMEWORK FOR DISASTER RISK REDUCTION PRINCIPLES?

PRINCIPLE 4

Engagement from all of society – The SURE programme specifically engages the most vulnerable people in urban areas and works with them to build their resilience to disasters. SURE’s urban engagement strategy focuses on behavioural change models and working with these vulnerable populations to understand better their risks, and, build their knowledge and skills as agents of change within their own networks. This network approach relies on target vulnerable groups to co-design their own disaster risk reduction and resilience communication materials, as well as mitigation activities and advocacy campaigns. The PCP process is the catalyst for co-design of the communication materials and messages; it is critical to include citizen voice in order to make the message relevant and more impactful to those vulnerable populations

PRINCIPLE 6

Empowerment of local authorities and communities through resources, incentives and decision-making responsibilities as appropriate - The PCP process engages target vulnerable groups in discussions and decision-making on the type of messages that are aimed at them and their communities.

PRINCIPLE 8

Decision-making to be inclusive and risk-informed while using a multi-hazard approach - The PCP process examines messages from multiple hazards that have previously been identified as being risks to those populations – both man-made and natural hazards. The PCP process is able to be conducted with illiterate groups, people with disability groups and is aimed at those groups who are often excluded or marginalised from decision-making processes within Nepali society such as single women (widows) and the landless