

## Beneficiary Communication

Overview of Lesson Plan / Generic

<b>Course title:</b>	Beneficiary Communication
<b>Session title:</b>	Introduction to Beneficiary Communications and Accountability: methods, tools and techniques
<b>Lesson objective:</b>	Participants will understand the concept and importance of communicating with beneficiaries, the links to accountability and take away practical tips to actively involve and communicate with all beneficiaries within programming. Methods of communication i.e. radio and TV will also be covered. The training will build on current programme approaches to integrate this area within daily work.
<b>Learning outcomes:</b>	<ul style="list-style-type: none"><li>• Understanding of the importance of communicating with beneficiaries across the programme cycle.</li><li>• Understanding of the links between accountability and communication.</li><li>• Knowledge of the tools and methods involved in communicating with beneficiaries.</li><li>• Skills to map communication channels, rank the most trusted channels and build a plan to communicate with beneficiaries.</li></ul>
<b>Evaluation measures:</b>	<ul style="list-style-type: none"><li>• Evaluation questionnaire at end of the training session. This evaluation can be accessed <a href="#">here</a></li></ul>
<b>Trainer or Facilitator</b>	<INSERT>
<b>Duration:</b>	Full session of training modules can span one day. Training is developed in modular form and can be broken down and shortened depending on the audience.
<b>Equipment:</b>	Power point, projector, speakers
<b>Material &amp; resources:</b>	A3 paper, pens, paper, small bright squares of paper, note pads

Lesson Plan / Generic

Lesson title: <b>Introduction to BCA, Methods and Techniques</b>		Trainer/ Facilitator: <INSERT>	Date: <INSERT>
Number of learners/ participants: <INSERT>			
Objectives: Participants will understand the concept of BCA, take away tools and techniques to allow them to implement in their daily programming.			Prior knowledge: No prior knowledge is necessary.
<b>Time:</b> <INSERT>	<b>Subject Matter:</b> <b>Introduction</b>	<b>Facilitator Activities:</b> Tell participants about sessions aims and schedule. Agreements about the training session e.g. mobiles on silent, participation, parking lot for questions.	<b>Learner's Activities:</b>
	<b>Module one:</b> What is beneficiary communication?	<ol style="list-style-type: none"> <li>1. Definition of beneficiary communication.</li> <li>2. Explanation the distinction between one and two way communication.</li> <li>3. Communicating across the programme cycle: emergency and development. Consideration of information provision in each context.</li> <li>4. Goal of BC – two-way communication. Video on Haiti BC programme to overview this concept. What should two-way communication include and how should it be done.</li> </ol>	<b>Training activity: one and two way communication</b> A suggested activity might be asking participants how communication works in their contexts. Do they communicate more in one or two way with affected populations? What data might they collect?

	<p><b>Module two:</b> the importance of communication with beneficiaries</p>	<ol style="list-style-type: none"> <li>1. Ask participants to think about why communicating with beneficiaries is important? Why are they here today?</li> <li>2. Infoasaid video: information is aid.</li> <li>3. World Disaster report and explanation of information as a right</li> <li>4. Briefly explain what “Accountability to Beneficiaries” means and how BC assists with it.</li> <li>5. Overviews 4 pillars (transparency, participation, CRM, M&amp;E) and provide some examples of how to do it. This part of the session will introduce participants to the concepts of AtB and how the BC tools could be used to make us more accountable.</li> <li>6. Further links to AtB resources.</li> </ol>	
<INSERT>	<p><b>Module 3:</b> Building a simple BC Plan and feedback loop</p>	<p>Building a plan and feedback loop includes knowing:</p> <ol style="list-style-type: none"> <li>1. <i>Stakeholders:</i> Who is the audience? Who is affected by the crisis, could be affected by a crisis? / Development environment</li> <li>2. <i>Context and objective:</i> What are the information needs and how to find out these needs?</li> </ol>	

		<ol style="list-style-type: none"> <li>3. <i>Methods</i>: How to map communication channels of affected populations and what to consider? (Haiti video on information conduits and integration in DM) and other resources.</li> <li>4. <i>Feedback loops</i>: building a feedback loop (advantages and tips)</li> </ol>	
<INSERT>	<b>Module 4:</b> Basics on messaging, tips and traps for bens	<ol style="list-style-type: none"> <li>1. Outline how to write key messages that are clear, targeted, relevant, and consistent.</li> <li>2. Outline things to consider and tips on messaging to bens. I.e. Consideration of characters (140) for SMS messaging.</li> <li>3. Inclusive consideration of challenges to communication (psychological and practical). Consideration of gender etc.</li> <li>4. Communicating for AtB (reference to handout)</li> <li>5. Images of people within communication.</li> <li>6. M&amp;E of your BC plan. Suggested indicators and tips.</li> </ol>	<b>Activities:</b> Anti Acronyms game to demonstrate clear communication
<INSERT>	<b>Module 5:</b> Methods of communication	<ol style="list-style-type: none"> <li>1. Outlining the methods of communication: community meetings, face to face, radio, TV, social media etc.</li> <li>2. Consideration of footprint of each of these methods, economic impact etc.</li> </ol>	
<INSERT>	Next steps	<p>Evaluation of training  Suggestions for how to keep in touch (FedNet, blogs, other suggestions?)  Next steps: how to take this further to integrate within your own context</p>	