STRATEGY FOR SCIENCE GRANTING COUNCILS2

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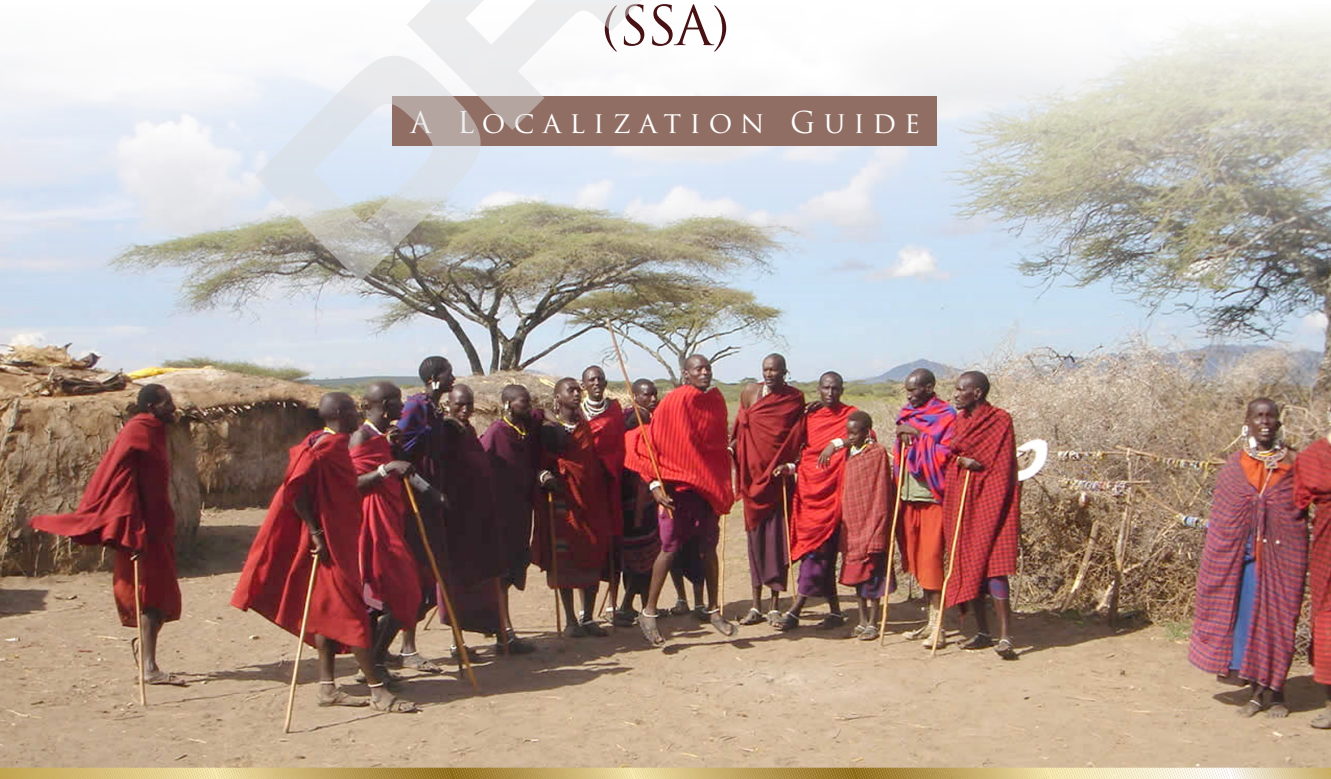
Developing a Social and Behaviour Change (SBC) and Advocacy Strategy

for

Science Granting Councils (SGCs) in Sub Saharan Africa (SSA)

A Localization Guide



Foreword

The goal of the Science Granting Councils Initiative in sub-Saharan (SGCI) is to strengthen the capacities of the Science Granting Councils to manage research, design and monitor research programs, formulate and implement policies based on the use of robust science, technology and innovation (STI) indicators, support knowledge transfer to the private sector, and support partnership and networking between Councils and with other science system actors. The SGCI intended that the SGCs are empowered to support research and evidence-based policies that can contribute to economic and social development. Towards this goal, the SGCI, among other activities, is investing in strengthening the capacity of Africa's Science Granting Councils to facilitate exchange of knowledge with the private sector.

The SGCI conducted a study that assessed the need to engage with different forms of communication to facilitate communication on research outputs to wider and diverse audiences. Several audiences were identified, among them;

- Policy makers to advocate for their governments to honor their commitments for research and seek the reconciliation of public benefits with private investments
- Private sector to support finance diversification by leveraging co-investments in STI interventions as well as building capacity in commodification and commercialization of innovation,
- Academia and research institutions in order to enhance the interactions and knowledge exchange between the SGCs and these institutions that train scholars and generate as well as store knowledge.

Many SSA nations are at that crucial point of translating research to implementation and creating an environment that supports science and innovation. Engagement of women in research and innovation as researchers and also in managing research and innovation is hampered by traditional and cultural biases that need challenging and subverting.

The development of Social and Behavior Change and Advocacy strategies will motivate, guide and synergize activities aimed at changing the dynamics that impact attaining the goal of the SGCs – to achieve research excellence.

The Science Granting Councils Initiative

The Science Granting Councils Initiative (SGCIs) is a five-year Initiative which aims to strengthen the capacities of Science Granting Councils (SGCs) in Sub-Saharan Africa to support research and evidence bases policies that will contribute to economic and social development. The objectives of this initiative are to strengthen the ability of Councils to a) manage research; b) design and monitor research programs based on the use of robust science, technology and innovation (STI) indicators; c) support knowledge

exchange with the private sector; and d) establish partnerships between Councils and other science system sectors. Among the outputs of the initiative, there are those that rely heavily on strategic communication to achieve the necessary social and behavior change to achieve aims of the SCGs. These are:

- More effective research management practices among SGCs
- Increased knowledge transfers to the private sector and cooperation among SGCs and
- Increasingly coordinated and networked Science Granting Councils

Research management in the context of communication would call for increased Public Engagement (PE) in all processes along the research continuum; from conceptualization of research problems, to disseminating research findings. Seeking, collating and using public expression of societal need is crucial towards fulfilling the mandate of ethical research and ensuring that research is responsive to local interests.

Engaging more women as researchers and managers of research and innovation calls for lively engagement within and without science forums to dispel deeply held myths and misconceptions about women's participation in science and research. Advocacy that leads to enhanced opportunity and material and moral support for girls to opt for science and innovation, and discourses that challenge and subvert all manifestations for sexism within the science and innovation will be prioritized.

The SGCs will increase the role and impact of science and innovation when the dissemination of research findings is driven by a 'pull' rather than 'push' from users. Building awareness of existing research and creating need for it creates opportunity for a greater level of engagement and interacting in the sharing of knowledge generated through the aegis of the SGCs. A dialogic relationship between generators and gate-keepers of knowledge and the consumers will enhance the role that science and innovation plays in social and economic development. This interaction with the private sector will especially create a better environment for collaboration and accessing funds and research infrastructure within industry. Increased communication flow between the SGCs and universities and research institutes increases the knowledge exchange and opportunity to set the research agenda to align with national goals and priorities. This will enhance the inter-sectoral and cross country research collaboration and exchange of knowledge and form a platform for inter-national and Cross-Council exchange and collaboration.

Monitoring and documenting of the changes attributable to the communication and advocacy initiative will close the loop of the communicative act. The circulation of the information works towards contributing to changing social norms regarding science and innovation in the process of social and economic development.

About this Facilitation Guide

Communication, especially for Social and Behavior change, features lowly on the SGCs agenda. Indeed, discussions to implement the SGCI-2, the need for Strategic Communication was implied throughout as strong need for improved knowledge transfer to the private sector and enhanced cooperation between SGCs emerging as a common thread. It is also implied that there will be more emphasis on ethical research, fundamentally calling for more communication with research subjects and end-users. The need for research that is more societally responsive is pronounced, yet it is only increased interactive communication with the society that can inform this. Ultimately, the SGCs gender transformative agenda cannot be realized without social and behavior change communication. This is because there are deeply embedded traditional and cultural attitudes, beliefs and practices that are inimical to this progression and which must be challenged for more gender accommodating attitudes to be inculcated.

This guide does not seek to turn every scientist into a communications expert, with the skill set to design Social and Behavior Change and Advocacy interventions. It is rather a tool that offers a step by step operational roadmap towards developing a localized communication strategy that takes advantage of the opportunities that communication and advocacy present to SGCs to enhance visibility of their work, increase discourse among science and innovation stakeholders – including among SGCs, to promote the uptake of science and innovation into policy making and planning and influencing social norms.

A communication strategy is highly contextual and while there are uniform functions that all SGCs engage in, their localized circumstances differ. Therefore, the steps described in this facilitation guide will need to be made SGC and country specific. The document describes processes that provide the content for localization and uses examples that act as a guide. The user of this guide must do the background research to unearth information and details that fill in the context. Effort has been made to make the facilitation guide as easy to follow as possible, but there are areas, though minimal, that might call for input from communication experts.

The facilitation guide describes a 'Creative Workshop'- an interactive activity bringing together stakeholders to deliberate and develop the strategy, and which calls for high quality facilitation skills. However, where these skills do not exist and cannot be accessed, one can fill in those sections by relying on interviews with stakeholders.

Who is the Facilitation Guide meant for?

As we pursue social and economic development, communicating science and innovation is a task for each and every stakeholder. SGCs in different parts of SSA have diverse human resource capacity. There

are those that have designated Communication, Advocacy, Public Liaison, Public Relations, Animateurs or Education officers charged with the role of communication. Some SGCs have no designated individual, or department charged with the task of Social and Behavior Change Communication. This facilitation guide seeks to demystify SBCC and Advocacy and induct every stakeholder into the realm of communicating science. It intends to help those involved in science and innovation understand the central role of communication in ensuring success of the science and innovation enterprise. It is for everyone involved in the continuum of science research and innovation, including those who conceptualize science problems meant to be researched, develop research protocols, regulate research (IRBs), the financial gate-keepers, recruiters of research subjects and researchers and those who document research and promote the findings to the end users.

This Facilitation Guide for developing a Social and Behavior Change (SBC) Communication and Advocacy Strategy for Science Granting Councils is meant to direct its user through steps that will lead to developing a National SBC&A strategy for each respective SGC. The strategy will guide the communicative activities that SGCs engage it as part of their core mandate of inculcating a scientific and research culture into the building blocks of the social and economic development in SSA. It is understood that though all Science Granting Councils work in unique contexts, their general goals are similar. There are generic and fundamental goals shared across the councils, but the operational mechanisms in each host country could be different. This guide allows for the user to adapt it to the reality on the ground.

The resulting strategy guides communication and advocacy activities that each Council must choose to undertake strategically with certain targeted groups of people to achieve a desired behavior and social change. Practically all the stakeholders involved in science research will need to adopt a behavior that is consistent with driving the science technology and innovation agenda in SSA. The society will equally have to transform to work in tandem with the stakeholders. All relevant social systems are implicated in the process.

The facilitation guide provides examples for every step, so that the user can identify similar details from their own context to use to fill in the step. The facilitation guide offers ways of conducting certain activities, but in no way prescribes it as the only way. For instance, the conducting of a Literature review that is so important for the development of the strategy is not broken down into mini-steps because one can use any approach towards literature review. As long as the information that is pertinent has been identified, that is sufficient.

Developing a Social and Behavior Change (SBC) and Advocacy Strategy for Science Granting Councils in Sub Saharan Africa.

Introduction:

For communication and behavior change activities to be successful and measurable, they must be guided by well-thought, SMART objectives. Good intentions need to lead to the achievement of desired goals and end products. A strategy is like a road map that leads one to a certain destination- the how of getting there. Beginning a journey to a specific destination, starts with awareness and acknowledging the beginning of the expedition, present circumstances and the expedition's destination. It is then important that the reason for the trip needs; the why of the journey, is manifestly clear. The beginning of the SBCC activity starts with a precise understanding of the social, behavioral change issue at hand; the current and desired behavior. A lack of clarity at this point could be potentially problematic. Next, follows the analysis of the behavior and the desired change that results in a clear understanding of factors that act as barriers to behavior change (reinforcing the behavior) as well as reasons that could be used to persuade the individual towards behavior change.

Background: **Science Research and Innovation in SSA.**

At the point of attaining independence, African nations, through their leaders recognized the centrality of science, technology and innovation (STI) in the achievement of social and economic development. This recognition is manifested, for instance, in continental policy initiatives such as The African Union Commission's (AUC) Science, Technology and Innovation Strategy for Africa 2024 (STISA-2024) which was developed in 2014 as part of the AU Agenda 2063 that places STI at the epicenter of the continent's socio-economic development. STISA's mission is to "Accelerate Africa's transition to innovation-led knowledge-based economies". The STITA-2024 is clear on the urgent need for Africa to have knowledge-based economies by putting in place a competitive research infrastructure base, supportive technical and professional competencies, flourishing innovation and entrepreneurship and a conducive policy environment for STI.

Science Granting Councils:

Science Granting Councils (SGCs) are key players in the development of strong national STI systems which are the precursors for transformation to knowledge-based African economies proposed by STISA 2024. SGCs are key actors promoting Public Private Partnerships (PPPs) around Research and Innovation (R&I) within a country's national system of innovation. The role of SGCs and their proxies in different

settings is largely to provide support that funds science through a diversity of platforms. The councils act as agents of the government while representing the interests of the country's scientific community. They are important 'intermediaries' in the flow of international funding and technical support to R&D performing institutions in a country.

The SGCs perform six crucial functions that contribute to the evolution and effective functioning of national STI systems including:

i) Disbursement of research grants (different categories)
ii) Valorization' of results/ dissemination /uptake of research reports and findings
iii) Collect data / statistics – Research and Development (R&D) surveys
iv) Capacity Building/ Training (individual/ researchers)
v) Disbursement of scholarships / loans (different categories from Honors to PhD)
vi) Advocacy for STI

The Science Granting Council Initiative.

Since its inception in 2015, the Science Granting Council's Initiative (SGCI) has been strengthening the capacities of Science Granting Councils in 15 Sub-Saharan Africa countries in order to support research and evidence-based policies that will contribute to economic and social development. SGCI participating countries include Burkina Faso, Côte d'Ivoire, Ghana and Senegal, Ethiopia, Kenya, Rwanda, Tanzania and Uganda, Botswana, Namibia, Malawi, Mozambique, Zambia and Zimbabwe.

The SGCI aims to strengthen the ability of the Councils to:

i) Manage research;
ii) Design and monitor research programs, and to formulate and implement policies based on the use of robust science, technology and innovation indicators;
iii) Support knowledge transfer to the private sector, and
iv) Establish partnerships among Councils and with other science system actors
v) Ensure research excellence and
vi) Enhance gender equality.

The SGCI's principal outputs include:

. More effective research management practices among Councils,
. Strengthened ability of Councils to design and monitor research programs, and to formulate and implement policies based on the use of robust STI indicators,
. Increased knowledge exchange with the private sector, and
. Better coordinated and networked Councils.

Communication and Advocacy for Science: What are the issues?

Communication and Advocacy for facilitation of science, research and innovation cannot be said to be the exclusive purview of the research scientist, or even the communication specialists. The image of a scientist as an eccentric aloof individual totally detached from reality and society, as mythical as it sounds, does bear some element of truth that needs to be dispelled. This image is embedded in many peoples' mind and acts as a barrier to communicating science and innovation.

Today, it is understood that research, science and innovation need to be embedded in the public. Science needs to be responsive to the societal issues of most concern to the people. Scientists cannot continue speaking among themselves, in a language only they understand, in forums attended only by their own. The process of scientific inquiry and the findings of research must be disseminated to the lay public in a manner that they understand so that they can meaningfully participate in the science in order to assist in social and economic development.

The SBCC strategy serves the purpose of defining the specific activities each player engages in, while ensuring that all these activities lead to the same synergistic outcomes. Science and research is the task for all stakeholders, all existing in a symbiotic relationship. Diverse groups and individuals can work separately, but will only achieve the required outcome if they remain on strategy.

In today's interconnected world, it is no longer feasible to assume that scientists and researchers will exclusively engage in their primary task of inventing and innovating while leaving the task of communicating research findings and innovation to others. That it is somebody else's responsibility to close the gap between the scientist researchers and the consumers of their research. Today, the researcher must actively engage with the public in communicating research findings as part of the ethical research process, and he/she must be prepared to receive feedback from the consumers of their work. This feedback from the public informs the next iteration of their endeavors and ensures that scientific research and innovation remains relevant and responsive to needs. Research that seeks to find answers and solutions to current and felt problems need to have that interface with the public.

Science communication and advocacy must strategically engage with population groups such as women and rural communicates who have traditionally been marginalised"

Communication between researchers and the institutions they represent and the public is key in inculcating a culture of inquisitiveness and research orientation. This will encourage the uptake of research and innovation as well as broaden the application of scientific thinking in seeking solutions

DEVELOPING A SOCIAL AND BEHAVIOUR CHANGE (SBC) AND ADVOCACY STRATEGY FOR SCIENCE GRANTING COUNCILS IN SUB SAHARAN AFRICA

to the social and economic challenges. Adopting a science-based culture is fundamental to the achievement of developmental goals. Science communication and advocacy must strategically engage with population groups such as women and rural communicates who have traditionally been marginalized. A gender orientation as well as a populist approach is crucial in ensuring that more young women embrace science, create an environment that support the upward mobility of women in the realms of science and innovation.

Researchers must engage with all stakeholders, and the private sector in particular, to win their support and involvement in the research enterprise. Private sector investment in research and commercialization of innovation is crucial in a world with scarce and ever-reducing resources. The public sector that traditionally funded research through public research institutes and universities, have multiple pressing priorities and hence are unable to adequately fund research activities. The burden of promoting research as a viable and profitable process, is heavier on the shoulders of SGCs today and is a task that every stakeholder must therefore share in. Advocacy leading to the mainstreaming of science and innovation into the development plans of both public and private sector is crucial. The SGCs must thus rationalize effectively as to why this is a shared responsibility, hence the need for a SBC&A strategy.

The development of a strategy calls for a clear understanding of the Goal one wishes to achieve and the issues pertinent to the achievement of that goal. This clarity will be crucial in determining various components of the strategy. Developing a Social and Behavior change strategy begins with an understanding of the prevailing situation and how it is related to social situation and individual and group behavior.
For illustration, we will use the SGCs in SSA as our model for developing a Social and Behavior Change and Advocacy Strategy.

Developing the Strategy

Now, we shall trace the steps involved in developing a SBC&A strategy. There will be an explanation of what needs to be included in the strategy, and examples to assist in clarification. The illustrations are derived from the SGC work with which everyone using this document would be familiar. You are encouraged to read this together with the Literature Review and Gap Analysis report.
This is an attempt to discuss these steps in a successive order because a logical flow exists in the way that every action leads to the subsequent one. However, most of these elements are discussable on their own. It is possible to have a small team discuss one aspect while another team looks at a different one. Eventually, they can all come together to collate their insights and ideas. The most
There are parts of the strategy that call for the active participation of all possible stakeholders. For example, the Creative Workshop brings together all the stakeholders with the aim of 'mining' their

insights, experiences and expectations. The process also engages the stakeholders progressively thus building their endorsement of the strategy. An imposed strategy may be rejected merely because the process of putting it together was non-inclusive. Whatever strategy we hope to use to guide social and behavior change as well as strategic advocacy, must of necessity have the ratification of (some) potential users.

Example: An SGC may have an issue such as the slow uptake and usage of research findings by industry players.

What is the issue? What is the current behaviour?	What is the desired behaviour?	What factors reinforce or support that behaviour	What information/ knowledge would persuade to change this behaviour

The SGCs desired behavior change is for private sector players to access and utilize the available research findings. One possible barrier to this may be inaccessible research since it is presented in a highly specialized language. In order to achieve our objectives, which is increasing access and usage to the research findings by industry players we must examine the best approach. We could ask researchers to change their behavior and make the research findings more accessible by using more accessible language, or we could build the capacity of the industry players to enable their understanding of the research findings as presented. This choice describes the approach towards achieving behavior change. One weighs and makes choices that are the most effective and efficient.

EXERCISE:

Facilitator will ask participants to reflect and discuss the following:

a) What is the status of science in your (institution, country, council)
b) What are the things responsible for the current state?
c) Which of these are things that can be solved by change in behavior or policy?
d) Can these changes be brought about through increased communication?
e) What are the gaps in information that would be called for to increase the awareness of the individual.

A discussion of these issues should be facilitated so that discussants move away from either being defensive, shifting blame, fatalistic or cynical. The discussion should expose what the social and individual agency could do to change the current reality.

At this point, the behavior change objective is emerging, as well as the approach to achieve it. The desired change must be that which will be achieved through communication. This means that it must result from increased awareness, while change in knowledge, attitude, belief or perception are defined.

NOTE

The discussion must arrive at a point where it is clear that communication and advocacy cannot solve all problems. Communication contributes to raising awareness and knowledge, changing beliefs, attitudes and perceptions.

Why are we communicating?

The next level is formulating communication objectives that will result in behavior change. For example, if researchers are presenting their finding in specialized, jargon-filled complicated language, they believe that it is the way that science research results must be presented. We would consider a communication objective of changing the attitude and belief of the researchers towards the documentation and presentation of research findings, and also the belief regarding the centrality of communicating in a simple accessible style.

1. Research scientists understand the importance of documenting their findings using simplified non-technical language.
2. Research scientists believe that communicating research findings in simple language increases access and usage.

The example above defines the objective derived from the desired behavior and the communication interventions sought to increase the research scientist's awareness of the need to communicate in a non-technical manner in order that the research findings are understood.

How do you tell you are communicating?

The next task is to design tools; the compass, that will be used to monitor the change towards the desired behavior, to ensure that it remains on course, sticks to the road-map and eventually determines if and when the destination has been reached. This is contained in the MEL plan. The strategies will outline how the learnings from the experiences will loop back to enrich the process once again.
Strategies are living documents and should be constantly under review and re-calibrated to ensure that it is guiding to the desired goal.

The Communication and Advocacy Issue: Literature Review.

Two steps are very crucial in arriving at a situation analysis: a) conducting a thorough literature review so that information relating to the identified issue is collated for consideration and b) testing the information from the literature review with stakeholders. It is important to remember that issues that relate to knowledge, attitudes, beliefs, perceptions are deeply personal. Research available in literature might not reveal the deeply held feelings individuals harbor about an issue. This is why a literature review should ideally be cross-checked with a Creative workshop (this is discussed later).

A thorough situation analysis will bring out a broad range of gaps, some organizational and systemic, while others are administrative, financial, human capacity etc. In seeking to identify the communication and advocacy issues, the inclusion question is; 'Which of these problems or issues can be mitigated by communication only?' Any issue that will need redress through means other than communication does not fit within a Social and Behavior Change Communication and Advocacy strategy.

Communication and advocacy can deal with issues relating to awareness, knowledge, attitude, belief and perception. SBCC would not address issues of lack of financial resources, technical tools or other tangible resources, low geographical cover, inadequate human resource, work-load or political appointments. The deeper situational analysis will bring out issues that will be used to develop the behavior change objectives and the communication objectives. The former relates to the behaviors that are committed or omitted, done or avoided that have a bearing to the goal. For instance, researchers failing to write reports that are accessible to the general public is a behavior that impacts the dissemination of research findings. Researchers choosing to present their research findings using infographics, or cartoon strips or re-casting their research using edutainment is a behavior that could positively impact the access to research findings. Identifying an issue that needs to be advocated for, includes taking steps such as challenging the Council of Ministers to ring-fence resources for research during the budgeting process or advocating for affirmative action to increase enrollment of women in research teams. It must be understood though, that communication cannot be the solution to every problem. It is prudent to list the identified issues and problems that can be solved through communication.

EXERCISE

Participants of the process read and discuss the emerging issues. The post-research discussions need to be held in groups of four individuals from different background (Research, Finance, Procurement, Administration etc.) This allows for different perspectives to come through.

SGCI Analysis of Communication and Behavioral issues.

At the end of the SGCI phase 1, it was found that:

a) Communication within the individual councils in order to enhance effectiveness in management of research and the granting procedures and process is lacking
b) Communication between councils to facilitate cross-learning and entrenchment of best practices and utilization of robust STI indicators is lagging behind
c) Effective engagement with all stakeholders, especially the private sector and the general public is poor
d) Management of the entire continuum of knowledge production and dissemination is weak
e) Promotion and marketing of STI among women so as to enhance engagement and participation in research and innovation is virtually absent.

SGC Communication and Advocacy Goal

Strategic communication must be guided by a very clear goal- i.e. the end result that is desired. A social and behavioral goal describes the desired target, end result that the change process wishes to achieve. Goals can be short term or long term. The Goal must be clearly conceptualized and expressed because it forms the compass for all the social and behavior change communication activities and interventions. It is important that the Goal is agreed upon by all stakeholders through consensus and that it is fully understood and embraced. The Goal is the glue that holds the different activities by the various stakeholders together. Where there is no consensus, the different groups will be pulling in opposing directions.

Science communication and advocacy must strategically engage with population groups such as women and rural communicates who have traditionally been marginalised"

Aim

An aim is the determined course a person sets to achieve a target. It describes the route to be followed in achieving the goal. It explains the preferred step by step movement drawing closer to attaining the goal. It describes the activities that are intended to be undertaken. For example, the goal might be to raise the profile of the nation as a leading STI research country and contributor to global knowledge. The aim of the SGC could be to raise more money for STI through engaging the private sector, or increasing the engagement and participation of women scientists. The goal guides the aim. Just like a Goal, the Aim should be conceptualized and articulated so that there is consensus.
The SBCC Strategy aims to strengthen the communicative and advocacy capacity of the national science, technology and innovation systems to ensure that:

i) there is wider access and utilization of research findings and knowledge generated
ii) policy making processes are evidence driven
iii) there is greater and sustainable private and public collaboration and funding for RI
iv) there is increased representation of women in the entire science and knowledge generation processes
v) the attainment of gender parity is adopted as a guiding principle in research design and implementation and gender parameters are used in research analysis.

We will return to the next level which is Objectives later.
In this guide, we will outline 10 steps that you have to follow to develop a comprehensive social and behavior change communication strategy.

These are summarized as follows:

Step 1	Conduct a holistic situation analysis
Step 2	Carry out Audience segmentation
Step 3	Set social behaviour change objectives
Step 4	Set communication objectives
Step 5	Select the appropriate strategic approach
Step 6	Identify Key Benefits and Support Points
Step 7	Develop key messages
Step 8	Determine communication channels
Step 9	Develop implementation plan
Step 10	Prepare a monitoring and evaluation plan

Step 1: A Holistic Situation Analysis.

The situation analysis is detailed and has a number of components that are important for the process.

A strategy must be contextual in order for it to be relevant. A complete and accurate picture of the situation at hand is key to developing a strategy. It is important to understand and appreciate the issues underlying the need for a social and behavior change strategy.

Each situational analysis process needs to be guided by a clear understanding of the social issues affecting each target audience and the behavior that needs to be changed. It should capture the reasons why those specific issues are targeted, explain the social situation and the rationale for existing behavior what reinforces the social situation and supports its entrenchment.

The situational analysis process must be very clear on the desired change envisaged, including the destination situation and desired behavior. It must also be clear on the factors that could act as barriers to the desired change and contemplate the benefits that are expected to accrue from the desired social order and behavior. It is important to understand clearly how the society currently communicates with itself and to other communities.

The following are the descriptive techniques or tools for establishing your situational analysis. There are many on-line sites that could offer even further assistance on conducting any of these techniques. The most important aspect to this is to document every stage because the information is used to build up the succeeding session.

a) Literature Review: A robust strategy calls for insight, data and evidence.
The process must be evidence driven, evidence informed and evidence based.
As a starting point, a review of all the literature that covers all possible aspects of the issue must be conducted. This section may also include obtaining information from key informant interviews (KII) and focus group discussions (FGD). This process will provide all the situational and contextual insight about the issues. The material from the SGCs will be useful to examine as would any documents from the line ministries with a stake in Science and Technology. All information, perspectives and opinions that are published or unpublished that relate to the issue must be analyzed carefully.

b) PESTEL Analysis – The Political, Economic, Social, Technological, Environmental and Legal Situation. A PESTEL analysis allows for a deep reflection on the external environment that could affect the SGCs. The Political situation in the host country and that of other countries, the economic situation of the host country as well as the participating countries and global economic trends, the social situation in the same jurisdictions the technological issues in the host country as well as the global situation and finally the legal environment. The last one is very important in examining the contest within cooperation can be carried out. For instance, the economic and political blocks in SSA like East African Community, SACEC, IGADD and their roles in promotion of science and technology.

Example of PESTEL Analysis

Area	Remarks
Political	Since forming the government in 1994, Rwanda has achieved political stability and inclusivity and the government has established several strong institutions. Government agencies, such as Ministry of Education (MINEDUC), coordinate science technology, innovation and research activities.
Economic	There has also been rapid improvements in education, healthcare and other social services. However, GDP per capita remains low. Services and agriculture are the largest sectors.
Social	In education, created social equality in the enrolment of primary school level and support to needy children at secondary school level. Girls' enrolment is now at per with that of boys. On health, Over 75% of the professional doctors are found in Kigali, whereas Provinces like Byumba, Gisenyi and Gitarama have serious shortfall in health professionals.
Technological	Information and Communication technology is seen as a catalyst for rapid and sustained economic growth, equitable social development and employment creation.
Environmental	Land is scarce, but nationwide landscape restoration is such that every year, Rwandans plant millions of trees to protect the country's forests, rivers and wetlands.
Legal	Rwanda emphasizes that each institution and program is underpinned by the right legal framework

The PESTEL analysis is able to add insights of the external environment and how it would impact linkages and collaborations between nation and the SGCs. The stakeholders will brainstorm each of these elements and prepare flipcharts of their findings. These will be pinned up on the wall of the room and a gallery walk conducted after the brainstorming. Each group will be able to explain their insights and eventually a join exercise of establishing the linkages will be facilitated. This will provide material that will go into the next group session of SWOT analysis.

EXERCISE

Participants of the process walk through a PESTEL analysis with a step by step introspective session.

c) SWOT – Strengths Weaknesses Opportunities and Threats Analysis.

An analysis of the strengths, weaknesses, opportunities and threats of your SGC is invaluable

because of the data and insights that you will gain from that exercise. The SWOT must be focused on the social and behavioral aspects of concern. The SWOT analysis will also direct you into the areas where you need to dig deeper and conduct more research. The SWOT analysis give you an early warning about the levels of resistance to change that you are likely to encounter.

SWOT Analysis Example:

Strengths:	Weaknesses
· Many highly trained scientists and researchers	· Struggling to meet its commitment to 2% of GDP being spent on R&D
· Separate innovation, funding and research agencies	· relies for 40% of its R&D funding on external sources
· High level of research publications	· Weak quality of university education
· Fair number of innovations	· Universities struggle to maintain labs and equipment
· Existing STI Act of parliament	· Many lecturers pursue consultancy work to earn additional income
· An existing Education and Research Committee for MPs	· Little connection between university and industry meaning that many innovations
. High Research and innovation investment	· Technologies or ideas are rarely demand driven and/or taken up
· World renowned scientists and researchers	

Opportunities	Threats
· Regional focus on STI driven by the STISA 24 strategy and the SGCI	· Competition for budget by myriad national needs
· Support for STI by international donor organizations such as SIDA, IDRC	· Lower donor funding allocations for research
· Policy makers demand for value for money accountability of disbursed research funds	· Retrogression of policy support for research institutions and SGCs
· Growing interest in higher education	· Public negativity on job prospects for researchers
· The rise of data science as a specialized practice	

EXERCISE

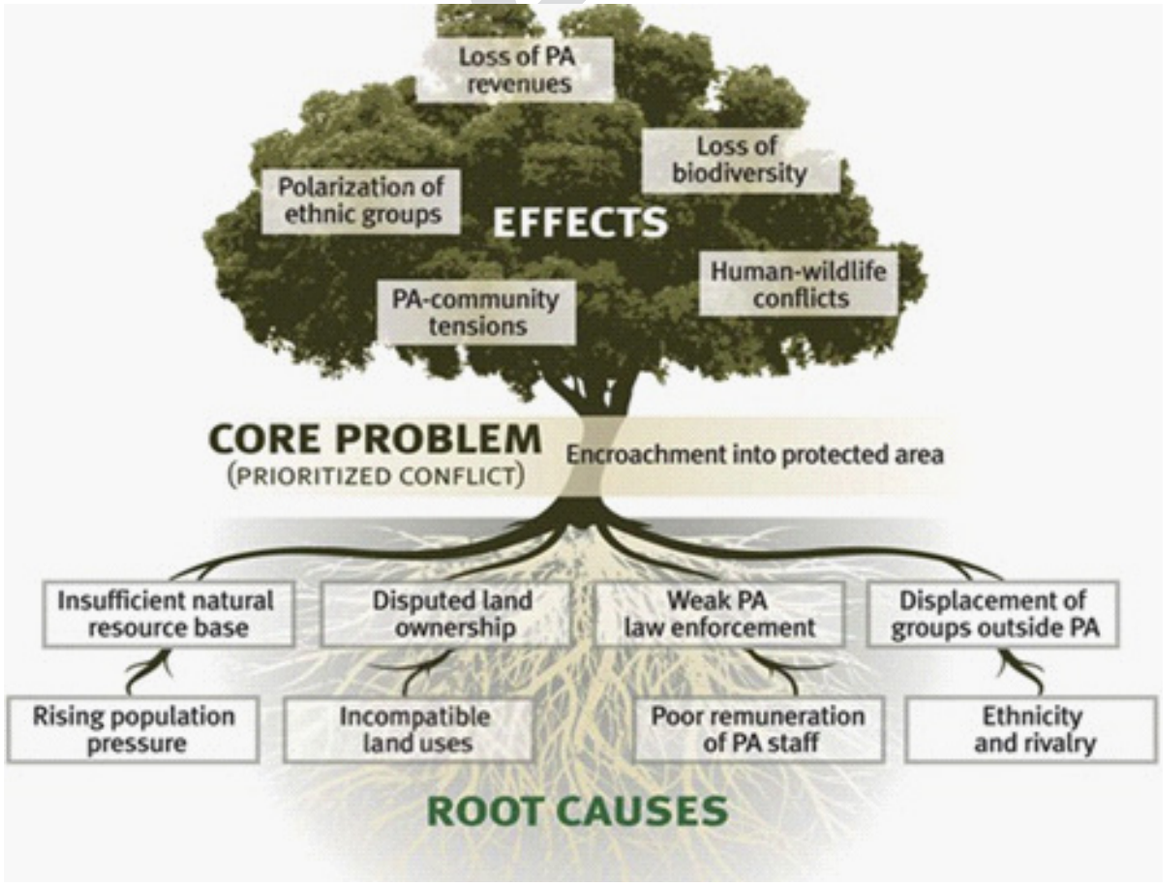
Participants chose to practice a SWOT analysis of a real institution. The SWOT analysis should be conducted in the following order:

1) Discuss the strengths of the body under review,
2) Opportunities that accrue from the strengths
3) Weaknesses (internal) that need some interventions.
4) The threats from external factors, especially those that are beyond control.

d) Root cause analysis: The root-cause analysis is a collaborative exercise involving the stakeholders and reveals insights that buttress the literature review. The literature review, PESTLE analysis, SWOT analysis inform a Root Cause Analysis. While these analyses will give the core problems and the effects thy might not provide a deeper insight into the root causes of the problem. This is where the Tree analysis comes in. It allows for analysis of the causative factors that are manifested in the core problems.

Conducting a Root Cause Analysis.

Root cause analysis helps answer three questions;
. What happened?
. Why did it happen?
. What was the result?



Source: www.iisd.org/csconservation/conflict_tree.aspx

These analyses will be able to provide information that leads to a deeper understanding of the social issues and rationale for behaviors relevant to the strategy. A root-cause analysis provides insights onto the underlying cause(s) of the current situation as well as the factors supporting and reinforcing them that will act as barriers to change. It may also reveal the current logic for the behavior. An analysis will provide insight on the knowledge, attitudes and perceptions that inform the current behavior.

Example of root cause analysis		
What happened	Why did it happen	What can be done to mitigate it
Low spending on research as a percentage of GDP persists	Lack of connection between research and national development needs and policy makers' appreciation of the research work.	Conduct a systematic analysis of research priorities that links with the national development plans

At the end of the root cause analysis it will be clear what the core issues are, the effects and the causative factor. It is now possible to conduct a stakeholder mapping exercise to determine those who are the most concerned with the issues at hand.

Stakeholder mapping

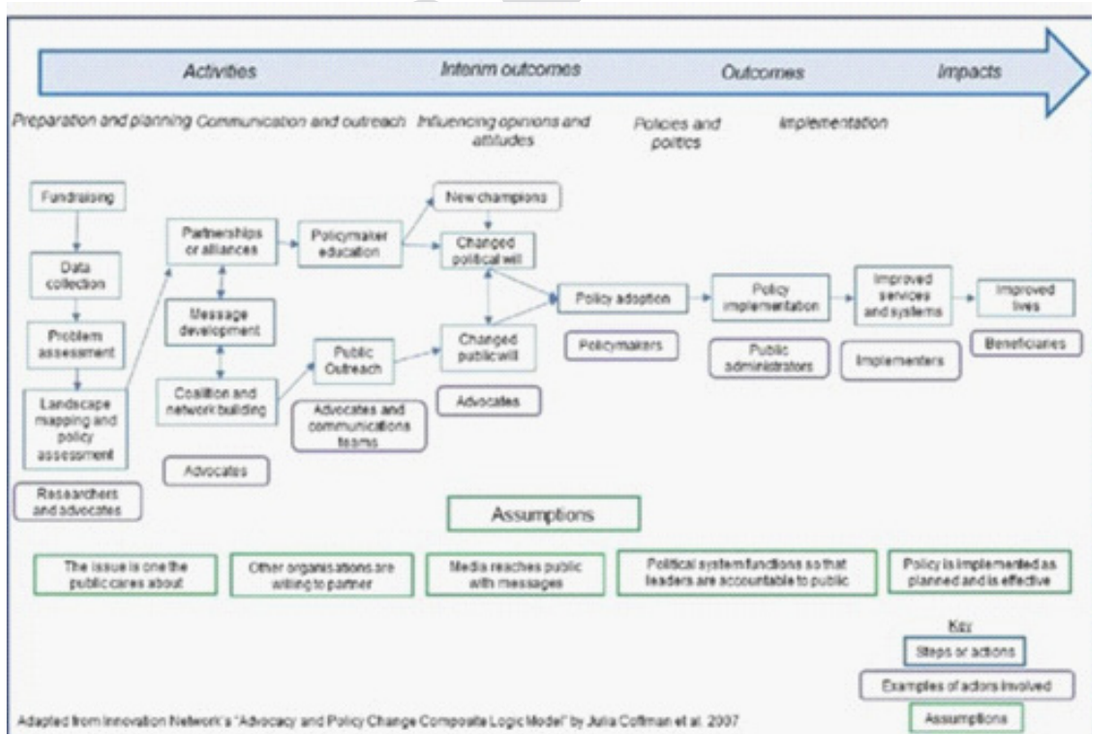
Stakeholders are individuals or institutions that have an interest in a matter. The degree of the stake each entity has in a matter, is not usually similar. Some hold a higher stake than others. Establishing the degree of stake-holding is crucial because it goes along with the level of responsibility and willingness to commit to the matter. The higher the stake-holding, the more the individual, or institution is willing to invest in a matter. In communication, the highest stakeholder is the one who matters most and whose behavior affect the outcome the most. In order to clearly determine and visualize which stakeholder(s) wield the most power and influence to a project, a stakeholder analysis and mapping is recommended.

Stakeholder mapping is therefore a collaborative process that results in a diagrammatical presentation of all the stakeholders of a matter such as STI, on a map. The stakeholder map shows an immediate view of who and which organization can influence the process and how each one of them are interconnected. The connection pathways will show the levels of influence they have over each other and the levels of active and persuasive power each wields over the other. This is very crucial in designing an advocacy strategy.

Example of stakeholder map	
High, interest, low influence Need to be kept satisfied e.g. Science journalists	High interest, high influence Need to be managed closely e.g. Ministry in charge of STI and COSTECH, universities, research institutes, parliamentarians, donors
Low interest, low influence Need to be kept informed e.g. SGC administrative staff,	Low influence, high interest Need to keep informed and communication is two-way e.g. researchers, national bureau of standards, private sector,

Need to keep informed and communication is two-way e.g. researchers, national bureau of standards, private sector,

STISA 2024 provides the following long list of stakeholders that need to be prioritized and the size of their stake discussed and listed.



Group Work.

With the strategic aim of the STISA strategy at the center, draw different sized circles orbiting round the main issue. The biggest circle will represent the stakeholder with the highest stake. The picture will look like the picture of the Sun and the planets orbiting around it. The proximity to the center, signifies the level of involvement in the central issue, the larger the extent of involvement the nearer to the center.

- African heads of state and Governments
- Executive Council
- Ministerial Conference for Coordination and Harmonization of Flagship programs
- Specialized Technical Committee (STC) in charge of Education, Science and Technology African Union Commission
- Regional and International Research Institutes
- Private Sector
- The Public
- Member States of AU
- States involved in SGCI
- Individual SGCs
- Regional Economic Communities
- NEPAD Agencies
- African Commission and Affiliate Bodies
- African Scientific Research and Innovation Council (ASRIC)
- African Observatory of Science Technology and Innovation
- Pan African University
- Pan African Intellectual Property Organization
- African Development Bank
- Development Partners

SGC Steps to developing a Stakeholder Map

1 First, clearly articulate the focus of the project – i.e. Enhancing uptake of STI research findings

2 Secondly, develop a list of all the possible stakeholders who have anything to do with science, research and innovation. The list will include those who regulate and approve research, individuals and institutions that develop research protocols, those who support research administratively and financially, research subjects etc.

3 Thirdly, adopt a criterion for prioritizing the stakeholders and rank them in order of highest to lowest. The criteria could cater for closeness to the project, levels of power to influence, and those who have the go/ no go decision-making authority.

4 Fourth, illustrate on a sheet using circles from a central position for each of the aims. For example, 'policy making processes are evidence driven. The aim seeks to increase the utilization of evidence in policy formulation. The closest circle might be the policy makers, with the gate-keepers of evidence or knowledge being next. Then there are the actual generators of evidence – the researchers. They are followed by those who manage the research, then by those who fund the research and subsequently those who regulate and give approval for the research. The size of the circle should reflect the influence a stakeholder wields.

This visual representation of the stakeholders and their level of stakes allows for a quick appreciation of 'who is who' in the core issue. This information is useful for determining who should be a primary, secondary or tertiary target for communication and advocacy interventions.

f) The Theory of Change

After a root-cause analysis has been conducted, it is important to develop a Theory of Change (TOC) that maps out the pathways to the change envisaged. Theory of Change explains your organization's intended path to impact by outlining causal linkages in an initiative (i.e. its shorter-term, intermediate, and longer-term outcomes) and is presented as a diagram accompanied by a narrative. The identified changes are mapped in an "outcomes pathway" that shows the logical relationship and chronological flow between outcomes along the path to the desired impact. The links between outcomes are explained by "rationales" or statements of why one outcome is thought to be a prerequisite for another and can be updated on the basis of evaluation evidence.

The TOC process begins by using the literature review to identify the desired long term goal and sets it as a target. It then analyses the data available to identify the existing conditions in place and which must be in place to achieve the desired end result. This process will allow for an analysis of the 'causal' relationship between these elements to offer insight on what would be leveraged to make the desired changes. At this point, the TOC will identify the stakeholders; those whose behavior needs to change as well as those who influence and upon whom they model their current behavior. These stakeholders are the target audience for the social and behavior change activities and interventions. The process will provide insight into the social and behavioral as well as communicative characteristics of the target audiences.

DEVELOPING A SOCIAL AND BEHAVIOUR CHANGE (SBC) AND ADVOCACY STRATEGY FOR SCIENCE GRANTING COUNCILS IN SUB SAHARAN AFRICA

In keeping with global trends, countries in SSA find themselves rapidly transiting to knowledge based economies in order to remain competitive and offer their citizens progress and development. This calls for more deliberate strategies for the generation, dissemination, uptake and utilization of emerging knowledge. The role of science and innovation in providing solutions to the emerging developmental challenges grows in leaps and bounds and so does the need for greater participation by the public in the processes that generate the knowledge that answer the developmental queries they face daily. In this ever changing environment, governments have to provide policies that will not only guide the generation of knowledge, but also increase access and utilization of STI research finding. These policy decisions need to be guided and based on evidence and data that comes off research.

Universities and research institutes have been charged with the task of leading the research processes and available funds are channeled through these institutions to champion research. However, in universities, the review of the available literature shows that they are more inclined towards teaching and are unprepared to act as incubators and science and technology hubs. Their biggest challenge is being under-resourced and do not have a strategic focus on research and innovation. The universities have also over the years, failed to develop a robust collaborative relationship with the private sector, which is globally playing an increasingly central role in the provision of funds for research, innovation and commercialization. Universities in SSA generally have few contractual partnerships with private sector players and continue to use archaic means of engaging with the private sector, such as conferences, industrial attachment and internships and grant writing. The university and private sector operate in silos and barely engage with each other.

SSA governments have also not been very strategic in creating an enabling environment for public private partnerships. The legislative, financial and administrative frameworks that would encourage collaboration have not been built. There are few strategies in place for meaningful engagement with the private sector as a key player in STI research and innovation.

The role of women in STI has been decried and adjudged as inadequate. Gender inequity limits women scientists from participating equally with their male counterparts. The marginalization of women begins with poor access to science education in the earlier stages of scholastic life and goes all the way to the limiting opportunities in engagement in the higher leadership echelons of science and research institutions.

It is found that when research priorities are developed, women are not adequately catered for; their needs, abilities, concerns are not looked at through a gender lens. The parameters of research questions, the setting up of research teams, research funding decisions, research methodologies do not take into account or cater for an all-gender inclusive view. Research findings and conclusions drawn from research are hardly ever analyzed and desegregated with gender in mind. As a result, gender dimension plays no part in the determination of research agenda.

The digital revolution in Africa has created new challenges, short-term disruptions, from rapidly redefining relationships between customers, workers and employers. African governments cannot avoid these forces that technology has unleashed. Africa like the rest of the world lacks sufficient data science and software engineering skills, largely because of it has not been able to train and produce enough data analysts and scientists and other support staff to acquire and process large data sets, to identify patterns, establish relationships and solve problems.

Step 2. Audience Segmentation: Determining the audience for your communication

'Focus demands Sacrifice' is an often quoted mantra which suggests that it is very crucial to know the boundaries of the reach of an activity or intervention. When thinking of the audience of a SBCC activity or intervention, the image of the beam of light from a flashlight comes to mind. The flashlight is brightest when it is well focused during which time it focuses on a smaller circle. The periphery round the beam gets weaker and weaker as it moves further from the center of the beam. This analogy explains the target audience of a communication strategy; there are those who are in the middle and are under the fullest glare, and then gradually as the beam fades out the periphery is not as intensely lit.

Strategic communication demands that the communicator must be clear who are in the center of the beam, the immediate periphery and who is peripheral. While the preceding exercise brought clarity on the issues you need to deal with, the context within which you deal with them and finally also clarified who the stakeholders are, the task ahead remains to develop a clear profile of who you will be communicating to. This is the audience profiling.

Developing the audience profile enables you to visual the typical target audience that you are reaching out to. A clear picture of the audience is important because you will be able to understand the audience and their motivations and target them better. You will understand their prejudices, their attitudes and preconceptions regarding the issue that you wish to communicate about. For instance, do they believe that research finding should be simplified and shared among non-scientists? You will be able to understand the implication of their knowledge, attitudes and practices, their age, gender, level of education, faith et al to the communication effort. You will be able to predict the impact of their demographic, socio-graphic and psychographic profile will have on how they interpret the issues being communicated about. For example, if they believe that science is a male domain you can design your communication to deal with that gender bias. Their socio-economic status will be able to help you determine what means of communication and mode of communication would effectively reach them, for example do they access to digital network, television or newspapers.

Audience Profiling Exercise

A clear understanding of the audience for your SBC& Advocacy activities and implementation is important for an effective campaign. There are three parameters for profiling the audience: demographically, socio-graphically and psycho-graphically.

Demographic profiling:

This caters to factors such as age, race, and ethnicity (where relevant) and gender. The population size also matters here. This is data that traditionally would be collected in a census.

Socio-graphic profiling

This profiling examines the social footprint at the level of the individual and includes the social interaction like places of worship and entertainment, whether they are urban, peri-urban or rural, economic activities they engage in, socio-economic echelon they occupy, luxury items they own, their level of income and expenditure patterns, level of education, their friends, hobbies, passions and where they are influenced from and their role models. It also covers their sources of information, where they communicate and the channels they use.

Psychographic profiling

This level of analysis and profiling covers variables that are attributed to values, beliefs, faith, attitudes, perceptions, interests, fears, superstitions, cultural and traditional traits. These traits determine the way in which an individual rationalizes issues. For instance, to a large extent, gender stereotyping is a psychographic factor.

The demographic, social and psychographic profile gives the 360-degree view of the individual or organization. It presents all the internal and societal factors that determine their behavior. Understanding this social and psychological contest provides insight to understand where an individual or society is at present in regards to the communication or advocacy issues that has been identified.

Demographic Profiling	Socio-graphic Profiling	Psychographic Profiling
Age: How old is your typical target? Could be average age.	Level of Education - How many years of education could determine how much detail you could include in your communication. The level of language to use as well as the level of pre-learning that you can assume	Belief/Faith - the faith one professes accounts for a lot of their attitudes towards things. For example, they could have religiously derived rejection of stem-cell research, bold transfusion or vaccines.
Sex: Is your primary target principally male or female?	Socio-economic quartile - this will usually provide insight into where the audience lives, what their lifestyle is.	Values (what do they hold dear) - their system of values might be based on their culture or the traditions. For example, many gender stereotypes and prejudices, or ethnic stereotypes are based on values.
Marital status: Is your typical primary audience married or unmarried?	Levels of earning - this will usually provide insight on the communication channels available to the typical audience member and also what behavior they can 'afford'.	World view - the way that an individual views the world matters a great deal. This could determine how they perceive the role of science, the role of technology, the role of an individual innovator. Understanding this will help to know what can be persuasive to such an individual.

Profile Analysis: The target profiling allows us to build a composite target population profile. This is like an imaginary artist's sketch of the typical stakeholder. It is easier to envisage how to communicate to a target audience when you can visualise who they are and what their concerns and preferences are. When we know where they live, where they work or school, what their socio cultural context is we can better determine how to reach them.

When an approximation of their state of mind is clear we can predict what will be acceptable and what will be offensive and lead to defensiveness and rejection of the message. Being aware of their knowledge level, attitudes, perception of the world that informs their belief we can predict what argument will make them shift their thinking and contemplate the ideas being communicated. Audience profile allows for analysis of the individual's motivation and that will determine what the compelling support statements should be included in the communication. For example, Dr. Amos Kuito who believes in girl-child education, would be persuaded by images of a girl scientist showing off an innovation. The same applies to Ms Faux Pa who believes in conservatism and harbours gender insensitive views that does not favour women engaging in science. In developing the profiles all, the situational information gathered from the Literature review, PESTEL and SWOT and Root-cause analysis come together.

EXERCISE:

Participants go through an exercise of filling in the profile of specific individuals. It is important that causal relationships are established for each behavior. Using the following examples the participants are encouraged to develop profiles for all the key decision makers in their establishment.

Dr. Amos Kuito Suna; is a 65-year-old Medical anthropologist interested in Biomedical Research. He is a husband and father of four girls. All his children have gone through university and two are scientist while one is a professional dancer and the other a film-maker. His wife is an economist working with the government as an adviser to the parliamentary office. He lives in the capital city, but has strong roots in his rural home where he was the first university graduate. He is held in high regard and hence is in the board of several schools and colleges in his rural home. He is nominally religious but finds himself in many faith-led initiatives to construct places of worship and support humanitarian causes. He believes in assisting others because he is a firm believer that STEM is the ticket out of rural poverty and an answer to their country's economic problems. He feels that the government that his wife serves does not do enough to support research. They have arguments about that all the time. His two scientist daughters work with leading multinational Pharmaceutical companies with local manufacturing branches. He has been on a crusade to get his daughters to lobby their managements to support STI and more so, support women scientists. He is a keen soccer lover, support Middlesex FC because that is where he went to school for his post-graduate degrees. He also supports a local girls' soccer team.

Ms. Faux Pa Pepela: is a 35-year-old school principal of a girls-only high school in the outskirts of the city. She is a devout Christian and believes in the Rupture. She studies Philosophy and Religious Studies. She is a wife and mother of three- two boys and one girl. Her husband is a Librarian at the Kafiran Livestock and Plant Sciences Research Centre. Ms Faux believes in predestination and fate and believes that her children will all be successful if they work hard in school. She encourages her boys to either become a Doctor or Engineer and her daughter to become a Social Worker. Her husband, Pepela believes that children should follow their dreams, even if it is to be a librarian, archivist or documentary maker. He is a big fan of Discovery Science. Ms. Faux has an older brother who is the Minister for Education in the Federal Government. They are very close and she has a lot of influence over him because she is named after their mother.

Step 3. Social Behavior Change Objectives.

Behavior Change Objectives need to be SMART. Behavior is observable and hence can be measurable. Below is a table that guides how the behavior change should be framed. The last column will be filled from a participatory group exercise. All stakeholders need to be involved in determining the BC objective.

The following is a template that guides group discussions with stakeholders to determine how SMART the objectives are.

Determining SMART Objectives

Specific	Is the desired Social or behavior change desired specific?	For example, Policy makers at the Ministry of
Measurable	Can the change desired be measured and can it be attributed to the intervention	Science and Technology reference research conducted in-country in the last three years to develop policy on GMOs. The policy development process broken down into track able segments e.g. Development of brief to the concerned HOD, Development of concept paper, Development of Cabinet paper, Briefs to the Cabinet etc. Clearly articulate the outputs
Actionable	Is the intervention do-able is it feasible, is it realistic based on the barriers	Is the socio-political environment ready for the policy for behavior? For example, is there a political reason that the policy will be challenged? Are there existing legal challenges to the desired outcome?
Relevant Time-Bound	Is the intervention directly applicable to the desired change Can the desired change be achieved within the time available, or rather what is the time within which the changes desired can be achieved?	Will the change desired directly affect the objective? Is it related directly? Is the time within which this change is planned feasible, will it pass through all the desired stages within the time?

Thematic area	Behavior Change Objective	Activities
Research Management	Strengthen ability to manage Research	**Support** Research Scientists (RS) to undergo training on knowledge and practice of research excellence before the end of this project **Organize** training on emerging scientific practices for RS within the life of this project **Develop** strategies and programs to mobilize research finances within the next 12 months **Support** RS to develop risk management strategies within the next 12 months **Develop** strategies and action plans for gender inclusivity and advocacy for gender mainstreaming in the next 6 months. **Conduct** PESTEL analysis within the next 6 months **Develop** MEL plans in the next 6 months

Thematic area	Behavior Change Objective	Activities
Use of STI Indicators to design and monitor research programs and to formulate and formulate policies	Strengthen ability to design and monitor research and to formulate and implement policies based on the use of robust STI indicators	**Collect** data to strategize on engaging policy makers in the next 6 months **Develop** data collection tools and platforms in the next 6 months **Process** data for decision making in research management and fund allocation in the next 9 months **Design** programs and develop policy briefs for use in advocacy for increased investment in research and innovation form governments in the next three months
Research Projects and related support	Strengthen ability to support knowledge transfer to the private sector, and to enter into cooperation agreements	**Participate** in research projects with private sector before the end of this project **Engage** academia and have dialogue with research institutes and private sector groups within the next three months **Develop** linkages with private sector within the next three months **Identify** and mount case studies on how to strengthen partnerships between public (universities and research institutes) and the private sector in the next three months
Networking among councils and with other science system actors	Strengthen partnership among SGCs and with other science system actors	**Host** forums guided by commissioned papers within the project life. **Commission** papers by RS in the next three months Host regional meetings in the course of the project **Develop** promotional strategies for knowledge products in the universities, research institutes and other research institutes **Develop** a communication plan for dissemination of research findings

Example: The SGCs Social and Behavior Change Objectives are derived from the project thematic areas:

Current Behavior	Desired Behavior	Barriers to the adoption and sustenance of Behavior	Intervention (what do we do to achieve this)	How do we do it?
Policy makers do not demonstrate commitment to STI	Politicians use every platform available to them to promote and support STI	Science not an issue with electorate not a vote winning theme	Develop opinion pieces that show connection of research to human development	Write opinion pieces in layman's language Have open-days for parliamentary committees
Researchers do not publish their work for fear of loss of	Researchers publish their work as widely as possible	Weak legal systems in intellectual property protection	Expose researchers to more publishing opportunities. Support researchers to publish their work	Hold workshops on Intellectual property for researchers. Engage with parliament to strengthen intellectual property legislation

Current Behavior	Desired Behavior	Barriers to the adoption and sustenance of Behavior	Intervention (what do we do to achieve this)	How do we do it?
Intellectual Property Policy makers do not formulate policies at national and international level for coordinating research.	Policy makers use evidence and data to formulate policies that promote STI	Little attention paid to research at the national development level e.g. in Development plans.	Stakeholder engagement/ advocacy	Advocate for legal protection and prosecution of intellectual property theft. Host regular forums for researchers, universities and research institutes with policy makers. Host regular forums for civil society groups involved in policy discussions
Researchers work in disjointed non-collaborative manner	Researchers take advantage of laid down mechanisms to enhance collaboration and partnerships nationally and internationally	Unhealthy competition of research funds.	Hold regular inter-disciplinary forms for researchers to share knowledge	Seek funding for Science based exposure forums that bring together all stakeholders
Researchers are anxious about their career prospects and how open science would affect this.	Researchers openly debate about open science and their careers within it	Unclear SOP on how research is related to career upward mobility	Develop clear objective guidelines and SOP for researchers.	Involve research scientists in discussions of schemes of service
Researchers utilize ICT sub-optimally	Researchers attend capacity building courses in ICT	Inadequate ICT literacy ICT support staff inadequate.	Increase awareness and ICT skill among researchers	Conduct short-term trainings on digital applications for use in research.
Researchers are anxious about their career prospects and how open science would affect this.	Researchers openly debate about open science and their careers within it	Lack of open forums for discussion of science. Low confidence in objectivity of existing forums	Develop clear and objective guidelines for career growth Develop peer-review mechanisms and accreditation system	Advocate for acceptance of merit based career growth systems
Funders, universities and research institutions pressure researchers to publish in high impact factor journals, which are often not openly accessible.	Researchers publish in more accessible journals in more diverse media formats.	Foreign funders' belief in quality of peer reviewed journals domiciled in the foreign countries.	Develop a SSA SGC led respectable/ reputable platform for knowledge exchange.	SGCI sets up a publication for the 15 nations that publishes research finding SGCI sets up annual or bi-annual forums for discussion of research finding from the SSA region

The above example provides a template for developing a Social and Behavior Change matrix. Below is a work-table to use for group work to develop a behavior change matrix.

Group Work Template for Developing Indicators

Current behaviour	Desired Behaviour	Change Output Indicator
SGC do not adequately support research scientists training	Strong support for training of RCs	# of research scientists trained # of training held for research scientists
Research scientists do not consistently adhere to research excellence guidelines	Consistent compliance with RE guidelines	# of research scientists reported to adhere to research excellence guidelines.
SGC do not adequately engage the private sector in resource mobilization of research.	Strong, regular engagement with the private sector	# of SGC hosted private sector resource mobilization activities # of private sector and industry players engaged by SGCs
SGC do not have regular programmed interaction with private sector and industry	Structured program of interaction with the private sector	# of formal interactions hosted by SGC for academic and research institutes and private sector
Research scientists do not consistently develop Risk Management strategies	Regular Risk Management Assessments	# of research projects complying with Research guidelines that include Risk management strategies. % increase in research project complying with Research guidelines that include Risk management strategies
SGC do not implement gender transformative policies to increase gender mainstreaming in research SGC do not monitor Gender Transformative Activities	Have a deliberate gender inclusion strategy in place Establish a gender transformation monitoring plan	% increase in Research projects that conform to GTA guidelines # of reports presented on progress of gender mainstreaming

Step 4. Communication Objectives

Communication Objectives describe what the communication objective seeks to achieve. For instance, a communication objective can be framed around informing the audience about a new vaccine. There could also be a communication objective with the intention of raising awareness about the existence of a serious pandemic such as COVID 19. A communication intervention could be aimed at changing beliefs such as coronavirus only infects old people. The communication intervention could also seek to change perception such as science is hard, and only men can handle it.

Template for discussion:

Issue under discussion: Research and Innovation.

We will use the example of an average politician as the audience of the communication. What are the communication touch-points in this instance?

Knowledge	Belief	Perception	Attitude
Research is expensive	We can do without research	Meant for wealthy nations.	Research is not a priority
Research institutes request for funds annually	Money spent on science is not a good investment	We can get research findings from the internet.	Let foreign bodies fund research - they always do.

Below is a table showing how the Knowledge, Attitudes and Perceptions are framed. The last column will be filled from a participatory exercise.

Current Knowledge Attitude and Perception	Desired Communication Objective
Open science is a new paradigm and not yet fully understood	To raise awareness among science researchers of open science during the life of the project
RS concerned about the ownership of results, technologies generated, and the importance of prime authorship	To enhance open discussions and awareness of intellectual property rights To raise awareness of global intellectual property protection legislation
Fear of loss of Intellectual Property.	To raise awareness of patenting procedures
Lack of awareness among policy makers of open science.	To raise community discourse on open science among policy makers in the second quarter of the project To raise awareness among policy makers of contribution of science research to societal and economic development
Role of women in science un-recognized, unappreciated and undocumented	To raise public discussion and debate on the role of women researchers and research managers throughout the project life To build confidence in women researchers
Lack of open science culture among researchers	To raise public debate between researchers and the public on science technology and innovation.
Low awareness of level of capacity in both human and ICT infrastructure.	To enhance dialogue between research scientists and ICT professionals To raise awareness of ICT programs that enhance research capacity

DEVELOPING A SOCIAL AND BEHAVIOUR CHANGE (SBC) AND ADVOCACY STRATEGY FOR SCIENCE GRANTING COUNCILS IN SUB SAHARAN AFRICA

Step 5. Strategic Approaches

Before embarking on developing a SBC and Advocacy strategy, it is essential to reflect on available approaches. Of utmost importance, is the realization that Social and Behavior Change is a process that has been subjected to detailed observation and study and that there are well-applied approaches that work.

How to determine a suitable Strategic Approaches.

In order to decide on the strategic approach, you wish to adopt you need to ask the following questions:

- What do you desire to achieve?
- What resources are available for you?
- How much time do you have to achieve your desired goal?

Here again, the information from your target audience profiles is important because it will help you to determine which is the most effective and most efficient approach to reach your target. By now, our Social and Behavior Change Objectives are clear and we have also determined the scope of the intervention.

To begin with, a short reflection on the social and behavior change as a continuum.

- Social mobilization
- Community participation
- Information dissemination
- Persuading people to change their habits, lifestyles, or ways of thought
- To change levels of knowledge, attitudes, and skills in relation to specific goals.

Why Social Behavior Change and Advocacy?

Social change

Social change is a constant for human society, but there are changes that are socially engineered because they are crucial towards achieving certain strategic objectives. Social change goes beyond an individual, it occurs when a large segment of a population changes how they engage in certain activities or change the activities in which they engage. For example, communities that used traditional methods of treating certain diseases in the past could slowly begin to use science based and researched methods of treating the same disease.

The change does not occur all at once but starts with one individual changing their behavior and eventually many more follow suit. In the long run, it becomes the norm. The concept of social change refers to the variation or modification of any aspect of a community's social processes, social patterns,

social interactions or social organizations. Social change begins with individual behavior change and when it becomes adopted by a larger community, the change can be described as social change.
Social change is crucial in order to align with changes that are taking place in the world. For example, climate change calls for humans to amend their behavior and ultimately the changes will redirect the way that society lives their daily lives. Similarly, as the world becomes more technological every individual must change their behavior to accommodate changes brought by technology. So, personal behavior change usually leads to social change.

Expected Outcomes of Social Change

- New approaches that attempt to change attitudes, beliefs and perceptions (through information dissemination, awareness raising and persuasion)
- New behavioral change approaches (focusing on changes of individual, interpersonal and/or community and societal behavior – including social sanction and peer-support) advocacy approaches (primarily targeted at policy makers and decision makers at all levels and sectors of society and at the community through influencers within the community)
- Communication for structural and sustainable change approaches (which could be either top-down, horizontal or bottom -up).
  Strategies for attaining Behavioral and Social Change
- Behavior change communication (BCC): mainly interpersonal communication seeking to inspire individual to change their behavior.
- Mass communication (MC): community media, mass media, online media and ICT to create a social wave based on new information, new awareness that changes perception belief, values and social norms
- Advocacy communication (AC): interpersonal and/or mass communication (targeting those with the authority and ability to lead change)
- Participatory communication (PC): interpersonal communication, community media and social media (to create an enabling environment for sustaining behavior change)

Communication Tools

1. Interpersonal Communication (IPC)

IPC includes all face to face communication. It includes one-on-one or one-to-many meetings, group meetings, use of memos, letters, emails, internet-based meeting tools such as Skype, Zoom, Google-Meet. The basic concept is that there is an individual or a groups of people sending a message to another individual or a groups on individuals. A scientist making a paper presentation at a conference is engaging in IPC, a scientist doing a demonstration of an experiment and explaining his/her work

is engaging in IPC. A science café where a scientist holds a discussion with an interviewer while an audience listens in is IPC. IPC is the most common and at times the most effective communication because one is able to get instant feedback either written, non-verbal or verbal. IPC can be used in awareness raising as well as advocacy communication

2. Mass Communication

Mass communication uses technology to reach large audiences. When a presentation uses radio, television, film, recorded music this is mass communication. Mass communication is effective when large audiences are targeted. However, it is costly because of the technology used in developing the material and broadcasting it. It also is not instantly interactive though one can have call-in programing. Scientific program such as Nat Geo Wild use mass media to reach large audiences with scientific information. Under this category we have edutainment which is education using entertainment forum for example soap operas written with specific messages in them.

3. Digital Media

Digital media just like mass media relies on electronically coded or encrypted messages send via devices. This includes web pages and websites, chats and live streaming. In this category we have WhatsApp and other social media applications such as Facebook, Twitter, Tumbler, TickToc.

Creative Workshop

A creative workshop is, a participatory approach used in the development of communication strategies, that involves all the stakeholders in thinking through, exploring and engaging in role-play to delve deeper into problem identification, review current practices, identify challenges and underlying issues through root cause analysis of the issues that determine individual and corporate behavior. The Creative Workshop process seeks deeper understanding of the profiles of the target audiences that the strategy is meant to reach. It goes beyond the demographic details by including socio-graphic and psychographic profiles. Through well-facilitated role-plays the Creative Workshop offers an opportunity to understand the 'grey noise' in the communication process; the other communication ongoing that may distract, misinform or confuse the target audience.

The creative workshop process considers the competitive frame of the communication environment and allows for participatory planning of the communication initiatives, thus stronger appreciation of on-the-ground intelligence to inform the communication interventions and building stakeholder 'buy-in'. The creative workshop goes beyond inhibitions, goes beyond cerebral issues and touches on feelings, attitudes, beliefs and perceptions as well as internalized prejudices that that inform individual or corporate behavior.

Creative workshop provides a 'safe environment' where the stakeholders can be vulnerable and offer insights into issues that hinder communication. This is where deeply held prejudices towards social groups or gender can be openly explored and discussed. The Creative workshop allows for the exploration of the key benefits and support points for the desired Social and Behavior Change, explores the messages needed to achieve the desired change, examines the most appropriate communication channels to use, ideal implementation plan and monitoring, evaluation and learning plan. A Creative workshop is a high level strategic exploration and will ideally be conducted over a three-day period or a minimum.

Planning for the Workshop: Prior to the Creative workshop, preparatory work will have been done to provide the evidence and data that will be used in the workshop. This includes information presented above in the situational analysis. The creative workshop acts as a forum to validate the findings of the situational analysis since the workshop is attended by stakeholders.

Workshop Attendees: The prior stakeholder mapping will assist in determining who should be included in the Creative Workshop. The creative workshop provides a forum for those with deep insight, information and knowledge of the issues at hand to enrich the strategy making process. The invitations for the workshop need to be sent our earlier to secure the attendees. The strategic level participants that the workshop calls for, require adequate time for preparation. It is prudent and time saving to share with them the material gathered a priori so that they come to the session aware of the evidence and data. It is helpful that the attendees commit to being in the workshop for the entire period.

Venue: It is ideal that the workshop is conducted in a venue that allows for the group-work sessions as well as the role plays. An open space arrangement is called for to allow for unfettered reflection that comes out in role plays where attendees do not feel inhibited. It is very important to set the tone of the workshop by stating that there will be open, free, frank discussions to get to the depth of the issues.

Post Workshop: The Creative workshop is not a strategy writing forum it is a forum to test the evidence and data, get deeper insight into the issues from stakeholder, explore their preferences and biases and strategic approaches and begin the process of message development. The rest of the strategy is developed after the workshop.

Creative workshop agenda

Time	Activity	Objective	Remarks
60 min I hour - depends on the number of participants.	Arrival and Registration Introductions	Registration and Admin Get to know each other and develop working relationship	This is an administrative exercise to ensure that those who need to be in the workshop are present. This introductory process allows for the workshop participants to get to know each other and the interests they represent. It sets the tone of the explorations that will follow in the next three days
1-2 hours	Presentation of the SGC 1& 2	Understand the status from Scinnovent	This information could have been shared beforehand. It is important to go over it so that contentious issues are ironed out.
1 hour	Presentation on the Lit Review & Gap Analysis	Gain consensus and verify the Lit Review and Gap Analysis	Strategies are evidence based or evidence informed and this session allows for sharing of the evident and data available. This is when any experiential insight can be shared and added to the evidence.
.5 hour	Presentation of Workshop Agenda	Share the Workshop Agenda and discuss the process	Developing consensus and committing to the time needed is crucial. The attendees need to understand the inter- connectedness of the sections of the workshop and the strategy
.5 hour	Workshop Objectives	Develop Consensus on the Workshop Process	The workshop objectives need to be shared so that there is a clear vision of the flow. It is also important that all attendees understand what the task ahead is. It is good practice for adult engagements.
.5 hour	The Creative Workshop Process	Understand the process	Introduce the interactive tools that will be used in the workshop: group work, experience sharing, role-play etc.
3 hours	Gaining Consensus on Strategy so Far	Review the BC and Com Objectives	The interrogation of the objectives begins the basis of building the MEL strategy. An understanding of the objectives helps to develop buy in for the project. This is where the examination of the findings from the PESTEL, SWOT and Root Cause analysis are interrogated to reach the core of the issues at hand.
3 hours	Theory of Change	Agree on approach	The attendees will be taken through the TOC so that there is consensus on the elements such as Goal, Intermediate results, outcomes, assumptions and processes.
2 hours	Communication Channels	Explore communication channels available for SBC	The stakeholders being the typical audience explore their current channels as well as the potential ones. This allows for smart, targeted communication using the most effective and efficient channels. It will be a test to the audience profiles conducted.

Time	Activity	Objective	Remarks
4 hours	Message development 7Cs of effective messages	Develop messages	The process of Message development begins at the Creative workshop but is carried over for later. The key strategic messages are identified at the creative Workshop
2 hours	Advocacy Strategy	Advocacy approaches and positions	The advocacy issues as well as identifying the power holders are a product of the creative workshop but will rely on the implementation plan
2 hours	Implementation Plan and Budget	Develop an Implementation Plan and Budget for Activities	If there is an indication of a working budget, there can be costing for interventions (to provide guidelines) and activities. However, this should be followed up later after the strategy has been approved.
3 hours	M&E Plan and M&E Tools Development	Develop consensus on Indicators and develop tools for monitoring and evaluating and documenting	The workshop will identify objectives, as well as indicators. The workshop might even suggest tools for M&E however the M&E plan needs to follow the approved strategy.
1 hour	Conclusions	Wrap up and Next steps determination	Closing

Step 6. Identify Key Benefits and Support Points.

From the Group work the workshop attendees will list the things that are held dear. This will be reflected against the audience profile. The intended messages will be developed with the key benefits in mind. It will be understood that the persuasiveness of the messages will be built around the benefit real or perceived. For instance, the audience profile lists Dr. Amost Kuito as being very passionate about girl-child advancement in science. A message that reinforces the benefit derived from women scientists would resonate with him as a target audience.

Step 7: Developing the Messages

Identify the key promise - What is the message 'selling' key to the believability of the message. For instance, if the message is selling prevention from coronavirus infection, this must be made manifestly clear. The key promise is what the audience will be persuaded by. It fulfils a desire.

Define the support statement - the support statement described why the key promise should be believed. Using the above example, the robustness of the research, the strict adherence to high quality research protocols and demonstration of the validation will act as support for the support statement on vaccines. The credibility of the statement is premised on the support statement. The support statement relies heavily on the psychographic insights.

Step 8; Determine the Communication Channels

Channels to be used in communicating the messages are dependent on a) efficacy and b) efficiency. The choice of the channels will be premised on the audience profiling. Insights on where and how they communicate will be used to determine the most effective means to reach them. The efficient has a factor of cost. An efficient channel will ensure that the resources spent ensures that the messages reaches the target. The session must explore emerging channels that the audience can be driven towards.

Exploration of existing Communication Channels

What channels do the stakeholders use currently to communicate? Which channels are they not utilizing and why?

Step 9: Develop the Implementation Plan

Execution plan – Could be preliminary at the end of the workshop, but ideally will come after the strategy is approved.

Budget – will remain tentative until strategy is approved.

Step 10. M&E Plan.

Develop Indicator in a Log frame.

In many instances the M&E plan is separated from the discussion of the activities and the logic for them. The Creative workshop allows for the M&E plan to be considered from the inception. The discussion on the objective and the indicators as informed by the Theory of Change and the expected outputs and outcomes are derived from the activities.

Example of Behavior Change and Communication Indicators

Strong support for training of RCs	# of research scientists trained # of training held for research scientists
Raise awareness among science researchers of open science during the life of the project	# of meetings held with science researchers # of public events bringing together researchers and the public.

Annexe:1
MEL Framework as derived from SBCC&A and KM Strategy

Behavior change indicators

Activity	Output indicators	Outcome
Localization workshop with stakeholders among SGCs held	# of SGCs holding Strategy development workshops # of participants at Strategy domestication workshops # of Domesticated/ localized SBCC and KM strategies	Synergized communication among science based institutions and SGCs
Identify research scientists to be trained	# of scientists trained	% increase in number of scientists adhering to the research excellence guidelines
Develop schedule of training	# of Training schedules developed	% increase in number of research results that are translated into commercial ventures / policies
Conduct training for scientists in …. Develop in-country training tools responding to identified Gap analysis	# of trainings conducted # of individuals trained # of in-country training tools developed # research project complying with research guidelines # of research projects that conform to GTA guidelines # of SGCs trained to conduct PESTEL analysis # number of SGCs conducting PESTEL analysis	
Develop lists of private sector and industry partners	# of Private Sector partners identified # of identified private sector partner contacted # of private sector interactions held	% increase in Private Sector funds supporting scientific research % increase in scholarships supported by Private Sector % increase in Private Sector stakeholders participating in scientific research forums
Develop PPP engagement strategy	# of SGCs developing a PPP strategy	% increase in PPP MOU signed by various SGCs
Develop PPP tools (write-ups, pamphlets, videos)	# of PPP materials produced	% increase in PPP communication materials available
Host private sector resource mobilization functions	# of SGCs hosting PPP events # of private sector and industry partners attending sessions # of MOUs developed with private sector partner # of Researchers receiving private sector stipends # of research institutions and universities receiving support from Private sector # of internships availed in industry # of researchers taking up research internships in industry # of collaborative PP science exhibitions held # of persons attending collaborative science exhibitions	% increase in private sector funding for research and innovation % increase in ring-fenced funding for STI

Activity	Output indicators	Outcome
Host multisector Research Priority Symposium with Government, Private and Academia	# of SGCs hosting multisector research prioritization symposia # of participants # Research priority reports developed # of dialogue sessions with policy makers # of scheduled engagement with private sector, universities and research institutes # Policy position papers developed # of Policy Advocacy meetings held. # of media houses and practitioners involved # of media reports connecting research to human and economic development published # of science friendly legislation presented in parliaments # of SGCs supported to conduct Knowledge, Attitude and Belief Surveys # of SGC with Knowledge Management Strategies # of SGCs sharing their MEL reports online # of SGCs that set up a Community of Practice	% increase in the number of Research conducted responding to identified social and economic priorities % increase in uptake of local research in developing policy positions for government % increase in government investment in research % reduction in commitment gap to research by SGC nations % rise in data use to inform research projects
Develop gender mainstreaming plans	# of reports presented on progress of gender mainstreaming # of publications promoting Women in Science publications produced	% increase of women engaged in science research % increase of women in leadership positions in research institutions
Develop inter-country collaboration plans	# of cross-country collaborative visits # of cross-country collaborative researches # of cross-country research publications	% increase in inter-country collaboration plans by SGCs
Training on Data for Decision Making	# DDM strategies developed # of DDM sensitization meetings # of SGCs with data bases for Scientists, Research findings etc.	% increase in SGCs actively using DDM for organizational growth.
Training in manuscript publication writing	# of articles published & of local journals established by SGCs	% increase of scientists publishing quality peer reviewed articles % increase of local scientific journals
Develop KM databases	# of SGCs with KM databases	% increase of SGCs with active KM database % increase of SGCs carrying out online grant management
Hold annual conferences	# of conferences and workshops held	% increase of SGCs holding regional / international conferences and workshops for knowledge dissemination
Develop forums for community of practice	# of communities of practice established by each SGC	% increase of SGCs with active discussion forums and communities of practice
* All outputs and activities must be reported from a gender lens		

Annex 2

Creative Workshop for Developing Social and Behaviour Change and Advocacy Strategy for SGCs Workshop Objectives:

i. To provide personal insights into the draft strategy.
ii. To validate the library and desk data collected on SGCs.
iii. To build capacity of attendees to conduct communication and advocacy exercises.

The Creative Workshop will ideally be attended by not more than 30 participants from a broad representation of the SGC Stakeholders, including:

i. Science Granting Council members – the Communication/Media or Advocacy in charge, M&E staff, Finance/ Procurement staff, SGCI's Initiative Management Team, Heads of Research Councils from the 15 SGCI participating Countries, representatives of the SGCI IMT from IDRC and NRF as well as representatives from East African Science and Technology Commission (EASTECO)
ii. Scientists from different disciplines
iii. Ministry officials with line responsibility for Science and Technology as well as Education
iv. Partners in SGCI programme – African Academy of Science
v. Funders: DFID, SIDA, IDRC,
vi. Scinnovent Kenya Staff

The Workshop runs for two days. This is a highly participatory workshop and each session cascades onto the subsequent one therefore participants are expected to dedicate the two full days in order to attain the incremental benefit.

The workshop format allows for exploration of personal perceptions of issues around the subject area, a key reason for every participant to commit fully and attend the workshop space, prepared to engage honestly and openly.

Pre-Workshop Preparation

- Prior to the workshop the participants will be provided with presentations to be made at the workshop. This is to ensure familiarity with the content of the documents so that each participate can engage robustly.
- Each participant will be requested to bring a flip chart paper with the Mission and Vision of their organization printed boldly on it. These will be displayed in the workshop space for cross sharing and familiarization by fellow workshop attendants. Building networks and linkages is an important element of the workshop and it begins with building familiarity
- Every participant will also be requested to carry business cards to the workshop.

DEVELOPING A SOCIAL AND BEHAVIOUR CHANGE (SBC) AND ADVOCACY STRATEGY FOR SCIENCE GRANTING COUNCILS IN SUB SAHARAN AFRICA

Creative Workshop Agenda

Time	Activity	Objective	Remarks
8:30	Arrival and Registration Introductions	To organise logistics – To build a database of the participants Get to know each other Set the ground for growing networking and linkage nodes. Establish each individual's stakeholder status in Science Establish rules of engagement during the workshop. Initiate exploration of personal attitudes towards Science and Scientists.	Registration can be done before the actual day to enable the printing of name tags. It also eases congestion at registration points The introductions will be conducted via a Name Game. Participants will be asked to state their full name, preferred name, their organization, their specific role in that organization, & country. Introductory Exercise: Each participant will be supplied with two Flip Chart sheets and a marker pen and will be asked to respond to the following questions: a) What is your diagrammatic representation of Science? b) If science were ailing, what would be your Single Antidote for her? Once completed, each participant will paste their response along the wall. These flip-chart representations will be reviewed later. Wordle Creation: The participants will be directed through a wordle creation exercise driven by two questions: i) Science is…. ii) Scientists are… The Wordle results will be shared in plenary. Once all are displayed all participants will go through a gallery walk.
9:30	Expectations	To explain the Workshop Objectives and Expectations To share the participants' Workshop expectations. Participants begin to appreciate the diversity of needs and approaches that the SGCs have. Sharing the Workshop objectives, and developing synergy.	Expectation Quads: The participants will work in groups of four individuals and share their expectations and fears. The Group work will be guided by the following questions: a) When I heard about this workshop, what did I expect to get from it? b) What is the single most important output that I expect from this workshop? c) What is the single most important thing that I intend to contribute to the workshop? Each group will pick a spokesperson to share their expectations and fears with plenary. This session will be summarized by PowerPoint presentation of the Workshop Objectives and Expectations. Discussions will follow to harmonize the workshop and participant objectives.
11:00	TEA/COFFEE	Open interacting space.	Elevator Pitch: Every participant to have ready the Business card. Every participant will be asked to ensure they present an elevator pitch to at least two workshop attendants and exchange business cards. They could reference the Mission and Vision of their organization that will be in the presentation.

Time	Activity	Objective	Remarks
		The session will build greater recognition of the diverse presence and start a networking process.	
11:30	Presentation Analysis	Understanding the personal and organizational contexts within the SGCs: What does it tell us on the attitudes towards science, scientists and research funding? What are the personal and institutional biases?	Plenary presentation of a quick analysis of the profile of participants based on the previous exercise. Plenary discussion around Attitudes and Beliefs about Science, Research Scientists, Public and Private sector that need to be challenged. Use the wordle to bring attention of the perceptions towards science, scientists and research. Develop a list of Change To Do List
12:00	Presentation of the SGC 1& 2	Update on the SGCI process so far. Why are we here?	Scinnovent will present the process so far, its achievements and challenges and the raison'd'etre of the Social and Behaviour Change Communication and Advocacy Strategy.
12:15	Presentation on the Lit Review & Gap Analysis	Gain consensus and verify the Lit Review and Gap Analysis	Brief PowerPoint presentation since the participants will have been exposed to the reports
12:30	Presentation on Knowledge Management strategy	Gain consensus and verify on the KM Strategy get buy-in	Brief Power Point presentation because the participants will have been exposed to this.
12:45	Review Communication and Advocacy Goals of the SGCs	Develop consensus on the Situational Analysis	Mapping the Journey: Based on the presentations the Workshop will develop consensus on 'where we are' on the journey towards achieving the goal of STISA 2024. Participants will participate on a Time-line and Milestones exercise to describe the journey.
13:15	LUNCH	BIO BREAK	During lunch linkages and networking will continue
14:00	The Creative Workshop Process	Understand the Creative Worksop process in the development of Strategy. Explaining the Communication and Advocacy process. What can communication do? What can communication not do? Role of advocates and advocacy.	The Creative Workshop process will be explained to the participants. Manage expectations on what A communication process can achieve and what calls for Social change.
14:45	Gaining Consensus on Strategy so Far	Review the Behaviour Change and the Communication Change Objectives	"Who am I?' Role Plays. The participants will engage in Role plays of the current behaviours to explore barriers to change. The participants will explore different roles related to the behaviour. Role play or a) SGC b) Research Institute manager c) Researcher d) Research subject e) Private sector innovator/funder f) Donor.
16:30	Presentation of Theory of Change	Develop consensus on the approach to change	Develop consensus on the change process. Derived from the role plays

Day 2	Activity	Objectives	Remarks
08;30	Review Day 1	To review the previous day and respond to emerging concerns.	News reporting: The Recap of the past day will be conducted in a participatory manner to allow for communicative creativity. The reporters of every session will present what the participants expressed off-line and also what was shared in plenary.
9:00	Target Audience	Develop consensus on the Primary, Secondary and Tertiary audiences	Group Work: Participants will be separated into interest groups: Research Scientists, Funders, Public/Private Sector, Academia, Managers and in their groups they will discuss 4 questions: a) Who do I communicate with? b) About what do I communicate with them? c) How often do I communicate with them? d) What channel do I use to communicate with them? During the discussion they will fill in a matrix with this information.
10:00	Audience Definition	Develop consensus on the audiences and their profiles.	Plenary Discussion: The participants will engage in a guided discussion to arrive at the designation of the audiences. This will demonstrate that the audience for SGC stretch beyond the traditional science crowd.
11:00	Communication Channels	Explore communication channels available for SBC	Communication Channels: Plenary discussion on emerging communication opportunities and channels. Plenary discussion on how equipped are the SGCs to adopt communication technology to increase reach.
12:00	Exploring messages	Explore the key messages that need to be communicated by each cadre of stakeholders.	Figureheads. The participants will engage in the game. This game allows for an in-depth review of the players who influence how communications work. A systemic review of the communication structures within the SGCs
13:00	**LUNCH**	**BIO BREAK**	**Networking continues during break**
14:00	Message development 7Cs of effective messages	Consensus on Key Message points	Who says what to who and when? The participants will review the messages that need to be passed on segregated by audience.
15:30	Advocacy Strategy	Advocacy approaches and positions	The participants will get involved in the Power Play role play simulation. The Role plays will explore the barriers to Social Change and the structural changes that would make a difference.
16:30	Develop MEL Plan and Tools	Develop consensus on indicators and develop tools for monitoring, evaluating and documenting	The MEL Team will share the MEL Framework and open it to critique.
17:00	Conclusions	Wrap up and Next steps determination	
17:30		Workshop evaluation	