



Types of Communication Strategies

Advantages and Possible Limitations of Each

ADVANTAGES	POSSIBLE LIMITATIONS
TV AND FILM	
<ul style="list-style-type: none"> ◆ Suitable for both literate and non-literate audiences ◆ Can cover a very large and diverse audience ◆ Powerful method/medium ◆ Highly visual and intimate medium ◆ Viewer receives simultaneous audio and visual messages ◆ Usually used in mass communication for creating awareness, presenting facts, and entertaining 	<ul style="list-style-type: none"> ◆ Requires a power source ◆ Difficult to tailor to a specialized audience ◆ Can be difficult to coordinate media and programs ◆ Expensive to produce; may not be cost effective ◆ Allows one-way communication only
RADIO	
<ul style="list-style-type: none"> ◆ Reaches wide audience ◆ Provides information through sound ◆ Suitable for both literate and low-literate audiences ◆ Can complement other media, especially print and interpersonal communication ◆ Usually used in mass communication for creating awareness, presenting facts, and entertaining ◆ Relatively easy and inexpensive to produce ◆ Messages can be repeated many times 	<ul style="list-style-type: none"> ◆ Needs electricity or batteries ◆ Difficult to tailor programs to specialized audiences ◆ Can be difficult to coordinate media and programs ◆ Usually allows one-way communication only ◆ Airtime on large stations can be costly
INTERNET	
<ul style="list-style-type: none"> ◆ Reaches wide audience ◆ Highly visual medium ◆ Can complement other media, especially print and interpersonal communication ◆ Usually used in mass communication for creating awareness, presenting facts, and entertaining ◆ Relatively easy and inexpensive to produce ◆ Messages can be repeated many times ◆ Usually allows two-way communication ◆ Can be tailored to specialized audience 	<ul style="list-style-type: none"> ◆ Requires a power source ◆ Requires a literate audience ◆ Requires knowledge of computer skills ◆ May have limited rural distribution ◆ Connection and accessibility may be problematic ◆ Can be costly and slow for audience to access

SLIDES AND/OR VIDEOS	
<ul style="list-style-type: none"> ◆ Highly visual medium ◆ Usually used with medium-sized groups such as community meetings, training programs, or in classroom settings ◆ Usually provides specific information ◆ Usually used to present facts, teach skills, stimulate discussion, create awareness, summarize information, change attitudes, and entertain ◆ Can also be used to introduce new ideas, complicated concepts, technical issues, and case studies ◆ Allows flexibility in presentation ◆ Can be used as interactive media: Key points presented in the slides or video can be discussed ◆ Can provided “instant” feedback at local source 	<ul style="list-style-type: none"> ◆ Requires special equipment and a power source ◆ Hard to find appropriate local films ◆ Important to have skilled facilitators
DEMONSTRATIONS / MARCHES	
<ul style="list-style-type: none"> ◆ Used to show collective concern or demand action ◆ Creates solidarity among participants 	<ul style="list-style-type: none"> ◆ Can be challenging to organize ◆ Important to have visuals and chants so spectators can understand issue
INTERPERSONAL COMMUNICATIONS	
<ul style="list-style-type: none"> ◆ Probably most influential and widely used communication method ◆ Can address individual needs ◆ Can be used with other methods and materials ◆ Powerful in counteracting rumors and negative beliefs and ideas and in supporting positive actions 	<ul style="list-style-type: none"> ◆ Time consuming and labor-intensive
GROUP DISCUSSIONS	
<ul style="list-style-type: none"> ◆ Used to share information, exchange opinions, clarify misconceptions, and strengthen interpersonal skills ◆ Can be used to reinforce other media such as posters, flip charts, trigger cards, and audio programs ◆ Provides an opportunity to increase tolerance and understanding through an exchange of views ◆ Can be used to create awareness and mobilize public opinion 	<ul style="list-style-type: none"> ◆ Effectiveness depends upon having a skilled facilitator/discussion leader
ROLE PLAYS	
<ul style="list-style-type: none"> ◆ Good for practicing real-life situations ◆ Can be used to debate issues ◆ Good for stimulating active audience participation 	<ul style="list-style-type: none"> ◆ Usually used in small groups ◆ Need skilled facilitator
CASE STUDIES	
<ul style="list-style-type: none"> ◆ Good for illustrating a problem or describing key issues related to a specific topic ◆ Enhances problem-solving skills ◆ Provides scope for discussion 	<ul style="list-style-type: none"> ◆ Requires participants to invent solutions

FLIP CHARTS	
<ul style="list-style-type: none"> ◆ Usually used to present information and stimulate discussion ◆ Usually presents ideas in sequence ◆ Allows presentation to be interrupted at any time for further discussion ◆ Can be inexpensive to produce ◆ Reusable ◆ Best suited for small group setting such as community meetings, clinic waiting rooms, and training programs ◆ Can also be used in one-to-one counseling or health education session 	<ul style="list-style-type: none"> ◆ Sometimes too cumbersome to carry from site to site ◆ More effective when used by a skilled facilitator/ leader
NEWSPAPERS	
<ul style="list-style-type: none"> ◆ Provides timely information ◆ Provides information in a variety of ways: new reports, features, in-depth analysis, editorial ◆ Can be used to create awareness ◆ Distribution systems already in place 	<ul style="list-style-type: none"> ◆ Requires a literate audience ◆ May have limited rural distribution
POSTERS	
<ul style="list-style-type: none"> ◆ Usually focuses on a single message that can be read or understood easily ◆ Used to draw attention, present information, and generate discussion ◆ Can be used in several innovative ways: information, motivation, self expression ◆ Can be inexpensive to produce 	<ul style="list-style-type: none"> ◆ Not long lasting; paper often too fragile ◆ Need to simplify a message, challenging to make meaningful slogans ◆ Not interactive
LEAFLETS/SMALL BOOKLETS	
<ul style="list-style-type: none"> ◆ Often used to create awareness, present facts, provide sources of further information, and stimulate discussion ◆ Can be used effectively to support and reinforce interpersonal communication ◆ Good for in-depth presentation of technical information ◆ Can be directed to specific audiences ◆ Can be passed/ shared with others in that same intend audience ◆ Can be produced locally ◆ Reproduction is relatively inexpensive ◆ Can help health workers or community outreach workers provide accurate, standardized information ◆ Reusable ◆ Useful as take home, reference material to reinforce a verbal message 	<ul style="list-style-type: none"> ◆ Need to budget funds for reprinting and updating as necessary

STREET PLAYS	
<ul style="list-style-type: none"> ◆ If well-acted, dramatic performances can evoke immediate response from audience ◆ Can be performed anywhere in the open-usually on the streets, no requirement of stage or sets ◆ Interactive medium: songs and direct address to onlookers encourage audience participation ◆ Ability to improvise allows performers to react to audience response ◆ No reliance on technology – only on a script outline and performers’ voice and bodies ◆ Can incorporate other communication materials – such as posters, banners, and songs- into the script ◆ Can be developed and performed by local groups 	<ul style="list-style-type: none"> ◆ Difficult to ensure that the audience your program wants to reach will be present when the play is performed ◆ Security concerns may make these difficult to hold
CARTOONS	
<ul style="list-style-type: none"> ◆ Especially popular with young people, and increasingly popular with all age groups ◆ Usually used for entertaining as well as for creating awareness and motivation ◆ Can be used with low-literate audiences ◆ Can diffuse panic and anxiety by introducing humor to discuss frightening and embarrassing subjects 	<ul style="list-style-type: none"> ◆ Sometimes used out of cultural context
PUPPETS	
<ul style="list-style-type: none"> ◆ Uses entertaining to educate and inform ◆ Depending upon the culture, may be more traditionally acceptable than some “modern” methods of communication ◆ Can be used to present embarrassing and/or frightening facts in a humorous and non-threatening manner ◆ Can be used to say or do things that real-life performers might find difficult to communicate ◆ Can be developed by local groups ◆ Familiar, credible, and accessible to a great majority of people ◆ Good for reaching those sections of people who have little access to modern means of communication ◆ Provides opportunity for audience involvement and two-way communication 	<ul style="list-style-type: none"> ◆ Puppeteers may not be available when needed ◆ A general lack of trained practitioner ◆ May only reach a relatively small audience
STORIES	
<ul style="list-style-type: none"> ◆ Health messages about STIs/HIV can be put into a familiar and traditionally acceptable context ◆ Good for stimulating discussion ◆ Can place facts in a context that involves people in a personal way ◆ Good for reaching those sections of people who have little access to modern means of communication 	<ul style="list-style-type: none"> ◆ Relies on the resources of the human voice to create drama and impact ◆ A storyteller is needed each time this method is used ◆ Can pose a problem without providing solutions

SONGS	
<ul style="list-style-type: none"> ◆ Draws on folk and popular culture; traditionally acceptable communication method ◆ Health messages about VAW/HIV Can be incorporated into a familiar context or tune ◆ Encourages high audience involvement ◆ Can be used to present information in a non-threatening way ◆ Can be used in a variety of ways during group discussions, fairs, community meetings, and other places where large segments of the intended audience gather 	<ul style="list-style-type: none"> ◆ Singers and/or appropriate must be available at the same time as the people the program wants to motivate/ educate
GAMES/OUTDOOR and INDOOR	
<ul style="list-style-type: none"> ◆ Very participatory and learner-centered ◆ Presents technical information in an easily comprehensible format 	<ul style="list-style-type: none"> ◆ Participants may be more involved in the play aspect of the game and miss the message ◆ Not suitable for very large groups
SOCIAL MEDIA (FACEBOOK, TWITTER, BLOGGING)	
<ul style="list-style-type: none"> ◆ Reaches wide audience ◆ Highly visual medium ◆ Can complement other media, especially print and interpersonal communication ◆ Usually used in mass communication for creating awareness, presenting facts, and entertaining ◆ Relatively easy and inexpensive to produce ◆ Messages can be repeated many times ◆ Usually allows two-way communication ◆ Can be tailored to specialized audience 	<ul style="list-style-type: none"> ◆ Requires a power source ◆ Requires a literate audience ◆ Requires high level of computer skills ◆ Requires frequent access and maintenance for hosts ◆ Connection and accessibility may be problematic ◆ May have limited rural distribution ◆ Can be costly and slow for audience to access