



**SCIENCE GRANTING COUNCILS INITIATIVE IN SUB-SAHARAN AFRICA  
STRENGTHENING PARTNERSHIPS AMONG AFRICA’S SCIENCE  
GRANTING COUNCILS AND THE PRIVATE SECTOR**

**STRATEGIC COMMUNICATIONS AND ENGAGEMENT WITH THE  
PRIVATE SECTOR**

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**A TRAINING MANUAL FOR SCIENCE GRANTING COUNCILS IN AFRICA**

**Skills and strategies for partnerships**

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**Curriculum and Facilitators’ Guide**

**June 2018**

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## Introduction

Strategic communication is a critical component of any development process and should be considered as a significant vehicle to an end. It not only facilitates the achievement of objectives but also ensures that all the relevant stakeholders are appropriately engaged at the right time, in the right manner and for specific objectives. In research for development, strategic communication and stakeholder engagement is fundamental for sustainable partnerships and development.

The role of sustainable partnerships in development cannot be overemphasized; [Sustainable Development Goal number seventeen](#) seeks to revitalize global partnerships for sustainable development. Now more than ever, it is imperative that all facets of sustainable development initiatives entrench strategic communications as a core function of their approaches.

The Science Granting Councils Initiative in sub-Saharan Africa (SGCI) seeks to strengthen the capacities of science granting councils to manage research, support evidence-based policymaking, enhance knowledge exchange with the private sector and other innovation system actors thereby contributing to the continent's economic and social development. Towards this broad set of goals, and specifically to enhance knowledge exchange and promote public-private partnerships (PPPs), the SGCI seeks to build the communication skills of science granting councils in Africa, to improve their engagement with key stakeholders, particularly the private sector. Following a 'training needs assessment' conducted between November 2016 - July 2017, the science granting councils prioritized a training on "Communications with the private sector" as their most important and urgent need. In response to this expressed need, the ACTS Consortium (responsible for theme 3 of the SGCI) organized a regional training workshop on 'strategic communication and engagement with the private sector' Feb/March 2018, in Nairobi, Kenya. Participants for this workshop comprised leaders from the 15 countries participating in the SGCI.

This training manual is conceived as both a curriculum and facilitators guide and is developed to support further cascading of this training by the science granting councils and other actors at the country level. The design, presentation, and content are geared towards supporting customized, self-use by the facilitators and improving the capacity of African Science Granting Councils to communicate and strategically engage with the private sector and other innovation system actors.

## About the training manual

This training manual is organized into two sections: Section one contains a description of the workshop (objectives, expected outcomes, and target audience) and the training curriculum while section two includes the facilitators' guide designed to enable trainers to deliver interactive, participatory training on strategic communications and engagement.

The facilitators' guide details the aims, methods of the training, resources required, training exercises, step by step guide on the delivery of the modules and handy tips to enable trainers to achieve the optimal results. Presentations, handouts, case studies, and other training materials are included. Trainers are encouraged to distribute the case studies and hand-outs to participants to facilitate learning. To make the training a fully customized learning experience, facilitators are encouraged to update slides as needed, to make the slides more appropriate for specific countries, contexts or participant interests.

The facilitators' guide emphasizes interactive learning to ensure all participants are actively engaged and contribute to the discussions. It includes the following:

- Training approach and how to prepare
- Planning/scheduling
- Daily agendas and session learning objectives
- Step-by-step instructions to facilitate sessions, activities, and small group work
- Suggested talking points
- Supplementary materials including sample survey tool for pre-training assessment; PowerPoint slides; activity materials and exercise worksheets; references to case studies on successful private sector engagement; evaluation tools

# SECTION ONE

## About the Training Workshop

This training workshop is designed as a customized learning experience to enhance individuals' and organizations' capacities to effectively and efficiently communicate with and engage the private sector while aligning with the organizations' objectives. Delivered as a highly participatory workshop, it introduces the fundamental principles of strategic communication and engagement both at internal (SGC) and external levels (with other actors) and equips the participants with the necessary skills for producing strategic communications implementation plans and a communications strategy.

The training course is offered over three days organized into seven highly interactive sessions.

Session	Unit (s)	Duration
1. Getting Started	Introduction	Two hours
2. Settling in	1 and 2	Five hours
3. Learning by action	3	Six hours
4. Evaluating to learn	4 and 5	Two hours
5. Peer to peer learning	3	Two and a half hours
6. Let's web it	6 and 7	Two hours
7. Winding up	Evaluation and closing	One and a half hours

### Target participants

This three-day workshop targets individuals who work in science, technology and innovation issues across different sectors. Participants need not to have prior experience in communications and partner engagement, although it may be useful. Participants can range from mid to senior level managers. A group of 25 to 30 participants is an ideal size for two to three facilitators to effectively manage discussions and group work. We recommend no more than 30 participants at a time.

### Learning Objectives

The training workshop is designed to achieve the following learning objectives:

- A better understanding of the **range of activities** that can be undertaken for strategic communication with the private sector
- A better understanding of **how strategic engagement of private sector strategically applies in your work** with means and approaches to embedding it

- Better understanding on **how to assess organization's skills and resources and establish priority areas for improvement in communication**
- Better understanding on **how to use online platforms to facilitate collaboration**
- Work through a **structured approach to strategic communication**
- **Ability to produce strategic communication implementation plans and follow through to assess and evaluate results**

At the end of the three days, participants will have successfully produced a draft strategic communications implementation plans to share with the rest of their team members for discussion, completion, and implementation.

### Training module

Delivery of this training workshop is through a mix of methods including PowerPoint presentations, group discussions and exercises, case studies/examples, plenary discussions and individual activities such as self-reflection and tests. Flip charts and index cards will also be used to record emerging discussion points. The course contents are distributed over seven units:

1. Unit 1: Introduction to strategic communication
2. Unit 2: Developing a suitable environment for leading and facilitating strategic communication
3. Unit 3: Designing appropriate strategic communication approaches
4. Unit 4: Tracking your strategic communication activities and embedding learning in your overall institutional focus
5. Unit 5: Harvesting and capturing feedback
6. Unit 6: Collaboration: Understanding how communities of practice can enhance strategic communications both internally and externally
7. Unit 7: Emerging issues in a changing communication landscape

#### **Unit 1: Introduction to strategic communication**

The unit describes and demonstrates the importance of linking communication to organizational objectives and how this can be achieved. Participants will also be introduced to the different approaches that will lead to strategic communication (a brief introduction to unit 3). This unit will also describe how to implement communications with the private sector as a process rather than a one-off activity. A key learning outcome is enhanced participants' understanding of what strategic communication entails, its essential components and why it is fundamental in supporting partnerships and collaborations.

#### **Unit 2: Developing a suitable environment for leading and facilitating strategic communication**



This unit provides details on what is needed to enable strategic communication and engagement. These include supportive environments, leadership, and friendly culture (and importance), making a case for strategic communication and engagement. It also considers the real/potential benefits of strategic communications as well as identifying opportunities, risks, and costs. The unit outlines the main challenges to strategic communication and engagement and how to overcome them and to communicate its value to others. A key learning outcome is enhanced understanding and appreciation of the required (and existing) structures that are key to effective strategic communications and engagement.

### **Unit 3: Designing appropriate strategic communication approaches**

This unit covers approaches to strategic communication and engagement including planning for strategic communication and engagement of private sector; identifying the kind of a strategy required, and linking the strategy to institutional vision, mission, goals and overall objectives. It describes why it is essential to understand your target audience, their interests, their spread, and accessibility. The unit also focuses on how and why participants should identify activities in the organization, where communication supports or can support organizational objectives and increase their engagement with the private sector. The unit covers the process and stages of developing a strategic communication and engagement strategy. By the end of this unit, participants will be equipped to formulate an action plan including 'quick win' communication activities in their organization.

### **Unit 4: Tracking your strategic communication activities and embedding learning in your overall project/institutional focus**

This unit will enable participants to describe the relationship between communication and monitoring, evaluation and learning (MEL) and the different tools they can use to measure the impact of communication (online reach, impressions, feedback from meetings, etc.). By the end of this unit, participants will value the importance of embedding communication in the organizational plans and activities. They will also have the ability to describe a model of organizational communication to support learning and how to establish a feedback loop; that is, how and why they should make their communications a two-way street.

### **Unit 5: Collaboration: Understanding how communities of practice can enhance strategic communications both internally and externally**

This unit introduces 'communities of practice' (CoPs) and the critical role they play in building and sustaining internal relationships and cohesion as well as relations with external actors. It covers the different tools and online platforms that can be used to build more collaborative internal workspaces and initiate a shared vision with actors such as the private sector. This unit will also cover the key challenges that can hinder online/offline collaboration and how to address them. By the end of the unit, a key learning outcome is

the participants' understanding of the role of structured communication in supporting networks and stakeholder working groups that involve the private sector.

#### **Unit 6: Harvesting and capturing feedback**

This unit focuses on harvesting and capturing of **knowledge**. It will provide an overview of innovative ways, methods, and tools to harvest and capture successes and failures, including the use of web analytics to support documentation of lessons learned and good practices. The unit will also focus on examples of web content creation in the development context.

#### **Unit 7: Emerging issues on a changing communication landscape**

This unit covers the evolution of communication platforms, tools and practices, and its implications for communication and engagement with the private sector. The unit demonstrates how the local context influences the packaging and delivery of information. Participants will be exposed to different ways in which they can use digital media tools and resources for their communications. This unit will also introduce how the use of online platforms can have implications for breach of privacy, intellectual property rights and available options to accommodate issues of licensing, e.g., Creative Commons Licensing.

# SECTION TWO

## Training Approach

This training session is meant to be an interactive and highly participatory training workshop. Sessions are designed to maximize discussions and engagement. Some of the units may take longer than anticipated. Facilitators should be flexible and willing to adjust according to the needs, interests, priorities, or background knowledge of those attending the workshop. At the same time, it is important to keep a pace that ensures all material will be covered during the workshop.

Facilitation skills are essential for this training process. This training can be delivered by two to three facilitators who need to work closely together, before, during and after the workshop. It is recommended that no more than three facilitators should deliver the workshop. The workshop team should ideally include a lead facilitator and a co-facilitator who should have experience in group facilitation and communication strategy development.

For effective co-facilitation, the following should be adhered to:

- Assign sessions that are a good match with each other's talents, knowledge, and background
- It is recommended that when one is facilitating the other should assist in different ways such as recording on flip charts and timekeeping.
- Establish cues to use during presentations to subtly communicate feedback among yourselves

## Pre-training assessment

To ensure maximum participation and that the training responds to participants' needs and priorities, a pre-training assessment should be conducted at least one month before the training workshop. The evaluation should gauge participants experience in strategic communication and engagement regarding formal or on the job training in communications and engagement, frequency and mode of engagement with the private sector, a rating of the significance of strategic communication and engagement with the private sector, topics of interest and extent of social media use for official communication. A sample pre-training assessment questionnaire is included as Annex 1.

## Materials needed for the training workshop

- Ball of Wool
- Bell
- Masking Tape
- Post Stick Notes (different colours)
- Coloured index cards
- Flip Chart Paper
- Flip Chart Pens (Enough for each small group)
- PowerPoint Projector and Laptop
- Pointer

## Room Layout

The room should be large, comfortable and welcoming with sufficient lighting. Seating arrangement should include round tables of a maximum of 8 participants each. Plenty of space should be reserved for an exercise corner, where participants can engage in the various interactive exercises. (see figure 1 below for room setup).

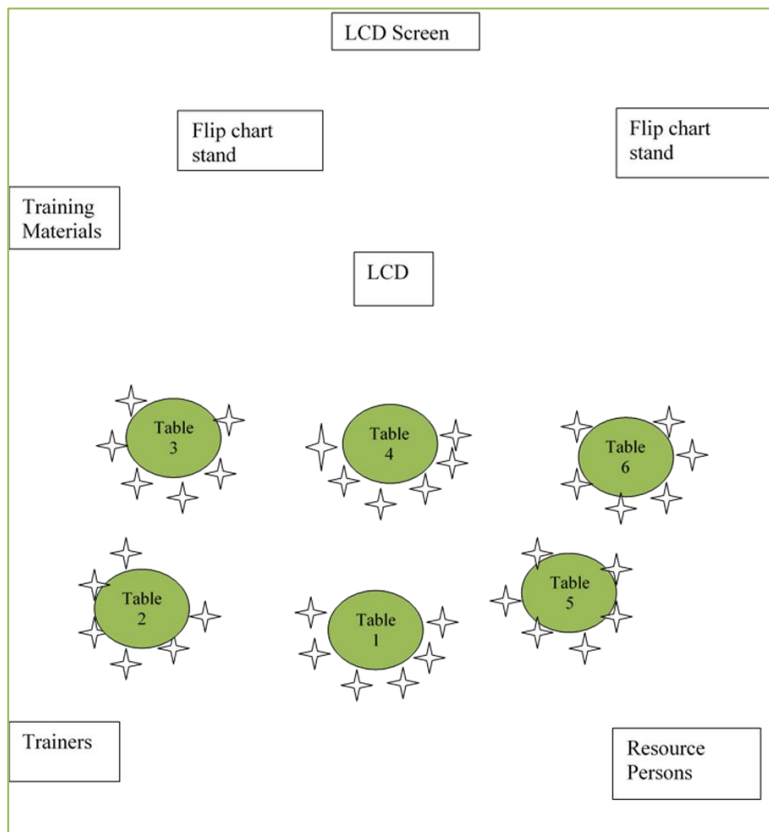


Figure 1: Suggested room set-up

We suggest the following checklist to guide the setting up of the training room:

- Ensure you have:
  - One well-lit and ventilated room that can accommodate approximately 50 Pax.
  - Large enough tables (preferably round) of 5-6 persons each moon-shape set up – (If roundtables are not available, we can improvise with rectangle ones)
  - Adequate space between tables for ease of movement by participants and facilitators.
  - No pillars or columns in the room to obstruct the view of participants.
  - Adequate wall space to create a gallery for index cards and sticky notes.
  - LCD Projector/Pointer (pre-tested).
  - Power extension cables and adapters for laptop users
  - Power backup in case of power failure/blackout.

It is **CRITICAL** that the facilitators/trainers have access to the training room ***the day before the training begins*** to set up, test equipment, and solve any challenge that might occur well in advance of the start of the training

## Pre-training Planning/ Scheduling

Planning should begin several months before the workshop. The following schedule is a suggested guideline:

<b>Timeline</b>	<b>Task</b>
Two months before	<ul style="list-style-type: none"> <li>Assemble the training team. These should be experts with the relevant training/experience in the field. They may or may not have worked together previously. It is important to give enough time for team and trust building</li> </ul>
	<ul style="list-style-type: none"> <li>Collate training materials including manual, PowerPoint slides</li> </ul>
	<ul style="list-style-type: none"> <li>Discuss the training approach, expectations, and post-training activities. The training team should agree on the division of roles/responsibilities, deliverables, and timelines.</li> </ul>
	<ul style="list-style-type: none"> <li>Produce a working agenda. Discuss and agree on administrative matters such as contracting, timelines, etc.</li> </ul>
One month before	<ul style="list-style-type: none"> <li>Administer pre-training participant survey (online)</li> </ul>
	<ul style="list-style-type: none"> <li>Confirm venue booking/room requirements</li> </ul>
	<ul style="list-style-type: none"> <li>Affirm roles and responsibilities among facilitators</li> </ul>
Two weeks before	<ul style="list-style-type: none"> <li>Discuss how to organize group discussions and group exercises to use including case studies and relevant examples.</li> </ul>
	<ul style="list-style-type: none"> <li>Share agenda with participants and seek their inputs/comments.</li> </ul>
	<ul style="list-style-type: none"> <li>Compile the final list of expected participants including their affiliations and designations</li> </ul>
	<ul style="list-style-type: none"> <li>Share selected training discussion questions with participants.</li> </ul>
	<ul style="list-style-type: none"> <li>Review and adjust agenda as informed by pre-workshop assessment and participant feedback</li> </ul>
	<ul style="list-style-type: none"> <li>Finalize training materials, assignment questions, etc.</li> </ul>
	<ul style="list-style-type: none"> <li>Confirm venue and logistics</li> <li>Send out a logistics note with relevant details</li> </ul>
One week before	<ul style="list-style-type: none"> <li>Select final case studies to use and make sufficient copies</li> </ul>
	<ul style="list-style-type: none"> <li>Print participant materials and assemble participant packets containing relevant information products including course description, workbook, etc.</li> </ul>

	<ul style="list-style-type: none"><li>● Print training and facilitation materials</li></ul>
One day before	<ul style="list-style-type: none"><li>● Prepare meeting room and organize seating arrangement</li></ul>
	<ul style="list-style-type: none"><li>● Produce registration/ sign-in sheet</li></ul>

## Overview of the program

The training is designed to take three days. A detailed training agenda is included in Annex 2.

**Notes to the facilitators:** it is essential to understand the specific objectives and agenda covered in each of the three days. A brief overview is provided here:

### Day One

The first day contains the most training activities. The fundamentals of strategic communication are introduced on day one.

There are a few essential activities that should be completed on day one:

- Introduction of the program and facilitators
- Introduction of participants
- Documentation of expectations and fears
- Discussion of ground rules
- Evaluation of the day

From day one, as the training facilitator, you will begin to get a "feel" of how the training is progressing, what potential issues you might face and how participants are interacting with you as trainers and each other. Always be aware of these training dynamics as you may need to change the style or content of the training appropriately. By the end of day one, you should have a clear idea on:

- the levels and experience of the group
- areas of the training that may require more focus and time
- who are the more challenging, more active, more passive members of the group
- how you may need to adapt your training approach or training content to ensure inclusiveness and that everyone gets as much as possible from the training

### Day Two

The second day of the training workshop includes a recap of day one's content and feedback from the evaluation exercise is provided. It is highly recommended that adjustments are made as necessary and appropriate, based on participants' feedback.

Day two also focuses on more practical exercises including group discussions and plenary discussions. Participants begin working on their communication strategies.

### Day Three

On the third day, the focus is on finalizing the communication strategies and implementation plans. Participants work in groups with the facilitators to discuss key



components of their implementation plans and strategies. Further on-site support is considered and agreed between facilitators and participants.

## Day One

### Session 1: Getting Started

**Session Overview:** This session involves facilitator-led activities with extensive participant interactions.

**Session duration:** (One hour and forty-five minutes)

**Purpose:** The purpose of this session is to introduce the participants, the training program, modules, approach, and expectations. This session also serves to establish enabling group dynamics such as respect, trust, and openness. By getting acquainted with one another, sharing expectations, and setting ground rules, participants are expected to be positively engaged in the workshop from the onset. During this session, the pre-training assessment results are presented and discussed, and the first unit is introduced

**Objectives:** By the end of this session, participants will have:

- Become acquainted with one another
- Related their expectations and fears to workshop objectives
- Become acquainted with ground rules
- Understand what to expect over the three days

**Methodology:**

PowerPoint presentation; group exercise; individual exercise

**Materials:**

Ball of wool; projector and PowerPoint slides; flip chart paper; colored index cards; markers and masking tape

#### Step by step guide

##### Step 1: Official welcome and opening address

(20 minutes)

It is recommended that the workshop begins with a welcome address, preferably from the host institution. In cases where there is no specific host institution, an expert in partnerships development, policy development or development communications can deliver an opening address. This is a crucial activity that sets the stage for the three days. The address should reiterate the importance of strategic communication and engagement with the private sector. It should highlight why partnership and trust building is key to knowledge sharing.

##### Step 2: Introductions

###### 1. *Of participants (30 minutes)*

A participatory mapping exercise, designed to take 30 minutes, is recommended for introductions for large national or regional training workshops. Mapping is an excellent way

of finding out which participants come from which organizations and their geographical spread. This is key to understanding language, political and cultural sensitivities that the trainers should consider.

Ask participants to draw out the shape of a map using a ball of wool on the floor. This could be a map of the whole of Africa. All participants should be encouraged to participate in drawing the map.

After everyone has agreed on the shape of the map, ask participants to stand in the area of the map where their work organization is based. Request each of the participants to provide the following information:

1. The name of the participant
2. The name of their organization
3. Their role in the organization

Work your way around the map asking each participant, in turn, to speak (on the three areas) and ensuring other participants listen.

## *2. Of the training program and approach (30 minutes):*

The lead facilitator gives an overview of the training program, expected learning objectives, the flow of activities, planned coffee and lunch breaks and training approach.

This is an ideal time for the facilitators to allow the participants to ask as many questions as they have regarding the approach and general program of the training workshop.

This item is designed to allow for sufficient engagement of the participants. PowerPoint slides will be used to describe the objective of the training workshop:

### **Purpose of Training Workshop**

By the end of the three-day training, participants will be able to:

- Understand various perspectives of strategic communication
- Appreciate strategic communication in own networks and organization
- Understand the value of strategic communication with the private sector
- Articulate practical strategic communication interventions
- Produce communication strategies and implementation plans

The facilitator should highlight that the objective is to improve the capacity of African Science Granting Councils to communicate with the private sector. The training aims to expose the participants to the fundamentals of strategic communication with the private sector and enable them to initiate or lead communication activities within their network(s) and organization.

It is recommended that this slide is printed out and displayed on a wall in the workshop room.

The facilitator should emphasize that each participant is expected to produce a one-year communication implementation plan at the end of the three-day workshop.

### Step 3: Documenting Expectations and Fears

Designed as a facilitator-led individual exercise, this section is expected to take 15 minutes and is critical to help manage expectations over the three days.

#### *Activity*

- Provide two coloured index cards to each participant. In 5 minutes, request them to write their expectations on an index card of a specific colour (say green) and their fears on a different coloured card (say red)
- Once they have finished, request participants to post their cards on the wall section clearly labelled for this.
- Allocate 10 minutes to go through all the responses and cluster the responses according to recurring themes or similar interest areas.
- These cards should be displayed on the wall for the rest of the workshop period, and with a plan to refer to them at the end of the workshop.

### Step 4: Agreeing on Ground rules

It is imperative that all workshop participants including the facilitators have a common understanding of the code of conduct. Spend 10 minutes on discussing issues such as mobile phone etiquettes, use of laptops, respect for people's' contributions and opinions, and encourage full participation of trainees. It is recommended that participants should not use their laptops during the sessions, except where certain representatives are required to document their discussion points.

**Coffee Break! (30 minutes)**



Notes to the facilitator:

This part of the session should be kept simple and within the schedule as much as practically possible. The focus is on welcoming participants and introducing a friendly atmosphere that will allow the participants to settle in and enjoy the 'learning journey.'

## Session 2: Settling in

**Session overview:** This is an intensive highly participatory session that will involve brainstorming, an interactive lecture and group tasks.

**Session duration:** Five hours

**Session Objectives:** By the end of this session, participants will have:

- Established a rapport with each other and with the facilitators
- Appreciated the importance of the pre-training assessment
- Understood the starting point in implementing strategic communication and engagement
- Understood their role in facilitating strategic communication and engagement of the private sector
- Have a bird's eye view of what strategic communication entails

### Step by step guide

#### Step 1: Discussion of the Pre-training Assessment Results

(30 minutes)

##### **Interactive lecture**

Using PowerPoint slides and a projector, the facilitator presents a summarized report of the pre-assessment results. This serves as an introduction to the training topics and highlights those that will receive more emphasis. It is vital for the participants to know the outcome of their response to the survey. Participants will also appreciate the importance of the pre-training exercise.

##### **Notes to the facilitator:**

Allocating sufficient time for questions from the participants is important. It is recommended that the facilitator engages the participants in a drawing-out discussion to contextualize the responses to the assessment. At this point, remember to highlight how the assessment results influenced the curriculum. Repeat the overview of the day one's agenda as you introduce unit 1.

### Unit 1- Introduction to Strategic communication

**Unit duration:** Three hours

This unit is meant to give a bird's eye view of what strategic communication entails. Delivery of this unit is designed to take two and a half hours. The facilitator will use a PowerPoint presentation to give an interactive lecture. Participants will also be engaged in an individual exercise and a group exercise.

Given its dense nature, delivery of this unit has been split into two. The first one and a half hours are dedicated to introducing the principles of strategic communication, the planning, and the process. The second hour focuses on audience mapping and takes the participants through the process of designing a strategy to approach the target audience.

**Objectives:** By the end of this unit, participants will understand what strategic communication entails, its essential components and why it is fundamental. Participants will also be introduced to the different approaches that will lead to strategic communication. This unit will describe how and why it is crucial to implement communications with the private sector as a process rather than a one-off activity.

### **Step 2: Interactive lecture**

For one hour and twenty minutes using PowerPoint slides the facilitator presents a structured discussion on the following: The building blocks of strategic communication; how to identify your entry point in strategic communication for your organization; how to identify and map your audiences, and how to structure your message for a specific audience, how to determine which channel to use for communication.

### **Step 3: Individual exercise one: My role in communications (10 minutes)**

Distribute index cards or sticky notes of three different colours to each participant. Request them to work individually on the following:

Reflect on points discussed and answer the following questions:

- "What are some of my good communication practices?" – write on **green cards**
- "What could I improve on?" – write on **pink cards**
- "Where are potential entry-points for communication in my organization or network?" – write on **blue cards**

After ten minutes, request participants to stick their cards on the wall. As the participants proceed for lunch, the facilitators should take about ten minutes to study the responses on the index cards and cluster the common responses or those speaking to a common theme.

During the remaining two and a half days, it will be necessary for the facilitator(s) to keep referring to the practices mentioned here and how they can be leveraged at different points and how to improve on the weak points.



**Lunch Break! (one hour)**

#### Step 4: Energizer

It is recommended that an energizer exercise is introduced at this stage. One or several of the participants can lead this exercise. For this, it is necessary to inform them in advance (perhaps as they head out for lunch so that they can prepare). The exercise can be designed to take about five minutes. Energizers are necessary to keep the group engaged and active throughout the workshop.

#### Unit 1 continued- Audience Mapping

(One and a half hours)

The second part of unit one focuses on audience mapping. Its delivery is through a brief lecture, an intensive group exercise, and plenary presentations and discussions.

#### Step 5: Interactive discussion

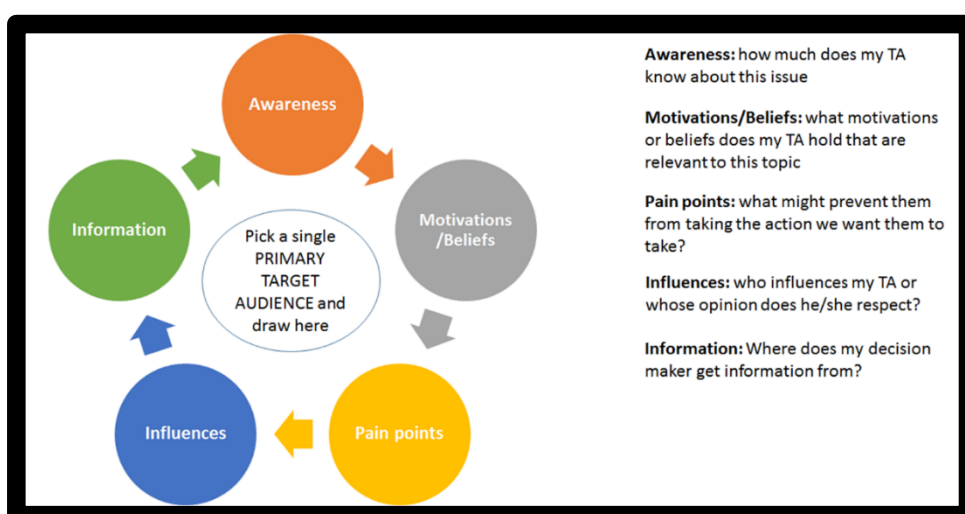
Using PowerPoint slides and notes, the facilitator, in 10 minutes, introduces audience mapping and why it is a necessary process.

#### Step 6: Group exercise

The facilitator then leads the participants in organizing themselves into five groups.

**Facilitator Tip:** Depending on the number of participants, the number of groups can change, but each group should have an equal number of participants):

- Using the count off method, organize participants into five groups. Each participant picks a number between 1 and 5, then all the ones that picked number 1 form group one, all the ones who picked the number 2 form group two, and so on. In groups, request participants to conduct this 30-minute exercise:



- Request participants to record their discussion points on flip charts, using marker pens. In their groups, invite participants to identify the discussion lead and the note-taker.
- After the group discussions, each group representative reports to the rest of the team their discussion points.
- This plenary reporting session is allocated 50 minutes, with ten minutes for each group.
- The facilitator then summaries the discussion points in 5 minutes, to pave the way for the second unit.

This exercise is fundamental for setting the stage for the next unit. Participants will identify the different resources that they have at their disposal, which they can use to enhance their communication. They will also appreciate the need to allocate resource and tap into existing networks and partners for engagement with the private sector. This exercise emphasizes the importance of understanding the target audience, their interests, their spread, and accessibility.

**Notes to the facilitator:**

- This module aims to familiarize the participants with the importance of structured engagement of the private sector
- Emphasize the need to approach communication as a means to an end and not as the end in itself.



## Unit 2: Developing a suitable environment for leading and facilitating strategic communication

**Unit duration:** One and a half hours

### Step 7: Interactive lecture

In one hour, the facilitator uses the PowerPoint slides to present the discussion points.

### Step 8: Guided plenary discussion

**(One hour)**

- The facilitator asks the following questions and invites responses and discussions on the responses from the participants:
  1. Who has the overall responsibility of ensuring the organization communicates and engages strategically with their partners (both existing and potential)?
  2. Why do you think this person bears the overall responsibility?
  3. What do they require to be successful in this endeavor?
- This exercise seeks to stir a discussion about how to maximize existing resources for strategic communication and identify steps to take towards implementing strategic communication.
- Record the discussion points on a flip chart in a table structured as below:

Leading and facilitating strategic communication

Who?	Why?	What?

### Step 9: Evaluation and wrap up

**30 minutes**

After a highly intensive first day of the training workshop, it is critical to offer an opportunity for the participants to provide their views on the workshop so far.

A facilitator-guided individual exercise is recommended for this brief session:

- Provide three coloured sticky notes to all participants. Request them to reflect and individually write on sticky notes of different colours, the following points:
  - What worked well- on colour A
  - What could have been better- on colour B
  - How the approaches/methods should be adjusted- on colour C

- After ten minutes, request them to post the notes on the flip charts clearly labelled accordingly

Wrap up by reminding the participants about the start time for day two sessions and any other logistical information



End of Day one

### **Notes to the facilitators:**

It is critical to take time to go through the participants' evaluation of the day. As you do this, cluster the responses into the broad emerging themes.

Take note of participants, views on what should be improved or introduced and act where possible, albeit at a small scale. For example, if participants note that the sessions are too long and intensive, consider adjusting the flow of activities and perhaps introduce short timeout breaks in between. You could also engage them the next morning, during the recap session, by stirring a discussion on what they think can be done to address some of the concerns. The objective here is to make the participants feel that the workshop is indeed a customized learning experience.

## Day two

### Step by step guide

#### **Step 1: Recap of day one**

Day two begins with a recap of what was covered on day one and a quick overview of the day's agenda (30 minutes)

The facilitators engage the participants in a discussion of what stood out for them the previous day; ask them to share their key outcomes on the table, write them down on cards and stick them on the wall under the following categories: Very important; empowering; useful.

The facilitator should also highlight (their) responses to the participants' evaluation and notes the adjustments (if any) that have been made while also providing necessary explanations to any recommendations that are not possible to implement immediately or the reasons behind specific actions/approaches used in training.

We recommend that this item is accorded utmost attention, to ensure that the participants (most of whom may already be seasoned experts in their field) appreciate the extent of this training's customization

#### ***Facilitator tip:***

You may consider gathering the participants around the flip charts (or wall) that contains the responses from the evaluation for this feedback session

You could also engage the participants in a quick mood check exercise to get a feel of their expectations. You can do this by just asking them to state how they feel this morning (for example, I am anxious this morning; I am expectant; I am cautious; etc.)

#### **Step 2: program overview and objective of sessions**

Using a PowerPoint slide, the lead facilitator of the day takes the participants through the roadmap that describes the program of the day, expected breakout sessions and the expected outcomes.

## Session Three: Learning by Action

**Session overview:** Session three delves into the details of appropriate strategies to support the organizational objectives. It covers unit three of the curriculum and is one of the most intensive sessions that includes several immersive group exercises, interactive lectures, and plenary discussions.

**Session duration:** Six hours

**Session objectives:**

- Participants are introduced to the process and stages of developing a strategic communication and engagement strategy.
- By the end of this session, participants will be equipped to formulate an action plan including 'quick win' communication activities in their organization.
- They will produce draft communication implementation plans which they should take with them for piloting in their institution.

### Unit 3: Designing appropriate strategic communication approaches

This unit is the backbone of the training workshop and takes most of the hours. Its delivery has been broken down into three parts. The unit introduces the critical components that must be addressed for your communication and engagement to be strategic.

#### Part one of unit 3 (two and a half hours)

##### **Step 3: Interactive lecture**

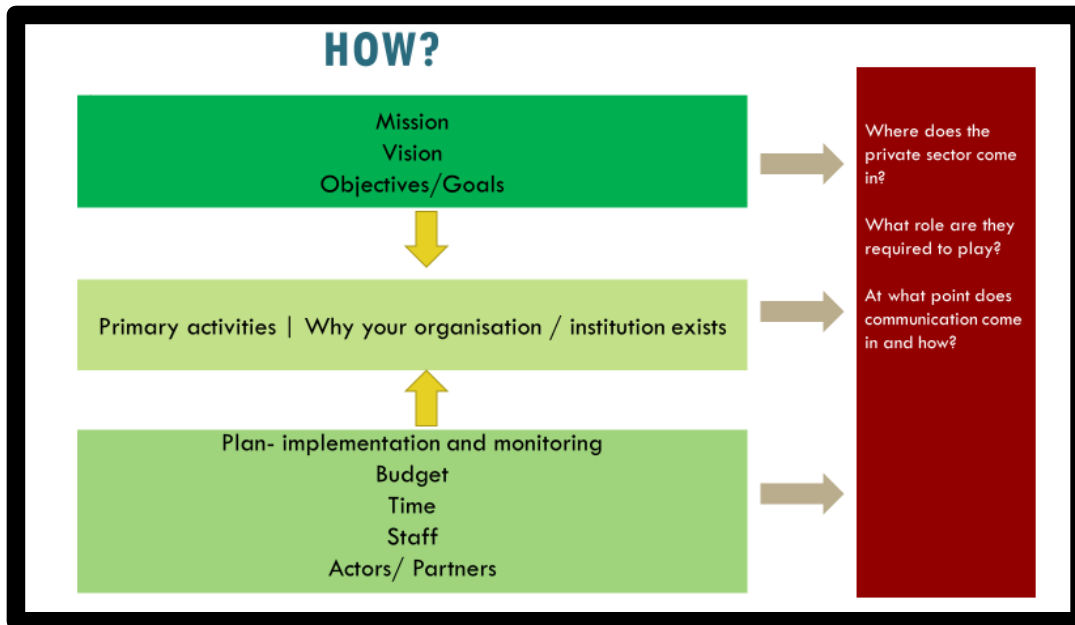
Using PowerPoint slides, the facilitator engages the participants in an interactive talk over a period of one hour. Emphasize on the process of planning for strategic communication and engagement of private sector; how to identify the kind of a strategy you require, and how to link the strategy to institutional vision, mission, goals and overall objectives.

##### **Step 4: Exercise- Identifying entry points for private sector and communication in the organizational focus**

##### **(One and a half hours)**

The first exercise in this unit seeks to demonstrate the entry points for private sector engagement and how communication can facilitate this engagement.

- Using the count off method, organize participants into new groups consisting of an equal number of participants. It is advisable to limit each group to a maximum of five people.
- Distribute strategy documents for five organizations
- Request the participants to read the documents and identify the organization's mission, vision, and goals; the organization's primary activities and organizations' resources.
- Based on the organization's mission, vision and goals, request participants to discuss the following and record on flipcharts:
  - At what point is private sector engagement critical and for what role?
  - What role can communication play to support this engagement and how?
- Figure 2 below illustrates this exercise.
- Request participants to identify their group leader and rapporteur who will present their discussion points to the rest of the team.



*Instructions to guide the exercise:*

In table groups, look at the strategy document provided; **Identify mission/ vision statement and primary activities.**

In 30 minutes, think and discuss about how communication processes can support the organization's missions and objectives

**Identify where communication intervenes** in the primary activities.

**Identify where private sector engagement** is critical for their functions and objectives

Record your discussion points on a flip chart

**Facilitator Tip:** These strategy document should reflect the types of organizations that the participants come from and should be distributed one week before the training commences.

After the group discussions, each group is allocated ten minutes to present their discussions to the rest of the team and for plenary reviews.



Coffee break!

Part 2 of unit 3 (two hours)

**Step 5: Interactive lecture**

It is imperative that participants understand and appreciate strategic communication as an intentional practice that should be aligned to the organizational objectives. This way, they will comprehend how strategic communication is a means to an end, rather than the end.

Through a 30-minute interactive lecture, the facilitator emphasizes the need for and how to identify communication objectives. This point can be supported using case studies and examples where prompt strategic communication and engagement has been successful. In the annex section of this manual, we have provided references to some case studies that can be used. It is important also to allow the participants to share any examples they know.

### **Step 6: Exercise**

The second exercise in this unit emphasizes and demonstrates the importance of linking communication to organizational objectives and how this can be done. To illustrate this point, an exercise has been designed to enable the participants to deduce how communications can facilitate an organization's success. This exercise requires the participants to continue working in the groups formed in part one of this unit.

**Strategy Exercise:** Linking institutional objectives to communication objectives (80 minutes)

Based on discussion in previous group exercise, identify two potential communication objectives, goals or priorities to address the organization's objectives (30 minutes)

Facilitator will assist/respond where needed

Write your discussion points on flip charts

Present your discussion to the rest of the participants (50 minutes- 10 minutes per group)



Participant-led Energizer!

### Part three of unit 2 (two hours)

#### **Step 7: Interactive lecture**

At this point, the facilitator has already introduced the different components of a communications strategy. It is important to emphasize that it is not in all cases that a comprehensive strategy document for communications will be required, depending on the scale of operations, duration of project and resources, however, a plan towards implementing strategic communications is necessary. Thus, the facilitator now introduces a communications implementation plan.

Through an interactive 30-minute lecture using PowerPoint slides, the facilitator engages the participants in a discussion that leads to the third exercise of this unit, which requires participants to work in groups organized according to the organizations represented.

Remember to emphasize that this training workshop is designed to help them solve an identified need that requires strategic communication with and engagement of private sector. As such, the participants should now begin to make commitments on how they think they can implement the knowledge gained.

**Step 8: Exercise -Using communication objectives to produce implementation plans**

This exercise is designed to take one and a half hours. Instructions to guide the exercise:

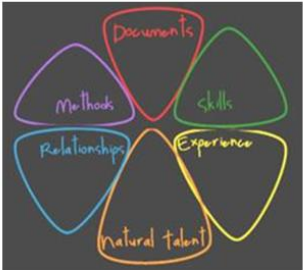
**GROUP EXERCISE- DEVELOPING IMPLEMENTATION PLANS FOR STRATEGIC COMMUNICATION**

In groups representing each country

Develop your communication objectives, assess the specific activities required to achieve, capacities, communication flow and assets

Analyze what exists, needs, gaps, etc.

Draft an action/implementation plan to achieve your communication objectives (activities, tools, processes, deliverables, timescale, resources, responsibilities)



Instruct the participants to use the following structure for the implementation plan:

The strategic objective of the organization					
Communication objective					
Primary target audience					
Specific goals for reaching the audience	Communication activities	When?	Key messages	Person responsible	Expected outcome/what success looks like



Lunch Break!

The results of this group exercises will be presented at a later stage of the training, as captured in session five

## Session Four: Evaluating to Learn

**Session overview:** Session four focuses on the importance of establishing learning loops and the need to evaluate your communication interventions for adjustments as required continually. The session covers units four and five of the curriculum is delivered mainly through interactive lectures and plenary discussions.

**Session duration:** Two hours

### **Session objectives:**

- Participants are introduced to the different tools and approaches they can use to monitor and track their reach; how to evaluate the effectiveness of their approaches
- By the end of this session, participants will be equipped to identify appropriate tools for their use for the constant harvesting of feedback from stakeholders

### **Step by step guide**

*Step 1: Depending on the mood of the participants and their energy levels, it might be necessary to introduce an energizer at the beginning of this session. We suggest that this energizer is be led by a participant*

*At this point, the participants might be experiencing fatigue from the intensive group and individual exercises. For this reason, we recommend that this session is delivered mainly through plenary discussion and brainstorming.*

### **Unit 4: Tracking your strategic communication activities and embedding learning in your overall institutional focus**

(One hour)

You understand why it is critical to engage and communicate with the private sector and you have produced a strategy document to guide you through this process. Is that enough? What next? This unit elucidates why monitoring and evaluation to learn from your communication strategy is critical.

### **Step 2: Interactive lecture**

Using PowerPoint slides the facilitator engages the participants in an interactive lecture to highlight why feedback loops should be developed and why it is critical to identify ways of measuring and monitoring their communication interventions.

Emphasis is also made on why it is necessary to have clear communication objectives, for any intervention or approach that is pursued.

### **Facilitator tip:**



Engage the participants in a question and answer session that seeks to draw out their experience in monitoring and evaluation. Emphasize why learning is an integral component of this process, to ensure that adjustments are made where necessary

Keeping in mind that most of the participants already manage projects at a different scale, the objective is to emphasize that strategic communication does not end with the production of strategy documents and plans. Highlight that successful communications are a two-way street and periodic evaluations are necessary.

## Unit 5: Harvesting and capturing feedback

(one hour)

Having designed your communications and engagement as a two-way street, it is not only critical to share information as and when intended; it is also imperative to harvest and capture the feedback coming from the opposite street.

### **Step 3: Interactive lecture**

Using PowerPoint slides, the facilitator delivers an interactive lecture that shares examples of the different tools and platforms that can be used, the advantages and disadvantages of each and how to identify what can work well for your organization.

Delivery of this also relies heavily on examples of successful case studies. (see the references in the annexes)

### **Step 4: Wrap up and summary of plans for closing sessions the next day**

After an intensive exercise-filled day, participants are likely to be very exhausted. We recommend a light exercise to wrap up the day

Request the participants step away from their tables and sit in a semi-circular shape at an appropriate area of the room. Request them to pair up and in ten minutes share on what they enjoyed most and why?

After ten minutes, invite voluntary plenary sharing on what they discussed. Record any notable points you hear.

Conclude with an announcement on the starting time for day three and expected overall agenda



End of Day two

## Day three

### Step 1: Recap

Day three also begins with a recap of day two and a quick overview of day three's agenda.

In 15 minutes request a participant (who should have volunteered the previous evening) to share a summary of what was covered in day two.

Allow the rest of the participants to contribute any points they feel need to be highlighted.

## Session Five: Peer to Peer Learning

**Session Overview:** This session focuses on enabling the participants to break down and internalize their proposed plan. It is meant to allow the participants to finalize their implementation plans, incorporating feedback from the facilitators from each other.

**Session duration:** Two and a half hours

### Session objectives:

Review participant-produced implementation plans to ensure their proposed approaches are practical and are well articulated.

By the end of this session, participants will have received constructive feedback to enable them to finalize their implementation plans

### Step 2: Plenary presentations and discussions

Request the different groups to present the implementation plans previously developed. One and a half hours is allocated for plenary presentation of the implementation plans.

The facilitators should ensure that the objectives are SMART. Provide feedback where necessary and engage the participants in discussions in understanding their choice of interventions.

Encourage participants to study the plans and ask questions or provide suggestions for improvement. This is an invaluable session that offers a platform for peer learning. Its objective is to ensure that participants understand the need for a sound implementation plan that is clear in its intentions.

After the intensive plenary presentations, request participants to go back to the groups and finalize the plans based on feedback from facilitators and fellow participants.

Once finalized, the facilitator should collect all plans for formatting and printing in 'poster formats' for participants to take back to their institutions.

### Notes to the facilitator:

We recommend that the necessary plans and resources for producing the implementation plan posters are considered during the preparation phase of the training workshop

Remember that the objective of this training workshop is to enable participants to begin implementing strategic communication for their organizations or in their projects. A well developed and outlined plan is an excellent milestone towards structured communications, and this vital document is likely to be a huge motivator for the trainees to implement lessons from the workshop



coffee break!

## Session Six: Let's Web it!

**Session overview:** Session six introduces the importance of establishing communities of practice for sustainable engagement and how online platforms can facilitate effective and efficient communication and engagement with stakeholders. The focus is also placed on privacy and copyright issues in online publishing and communication. Units six and seven of the curriculum are covered and delivered through interactive lectures, group brainstorming, and plenary discussions.

**Session duration:** Two hours

### Session objectives:

- Highlight how communities of practice can be leveraged to pass a message and influence decisions
- Introduce different tools and platforms that can be used to organize and manage communities of practice
- Articulate how social media can be used to enhance stakeholder engagement

## Unit 6: Understanding how communities of practice can enhance strategic communications

### Step 1: Interactive lecture (one hour)

Using a PowerPoint presentation, engage the participants in a one-hour lecture that will introduce communities of practice (CoPs), and provide examples of CoPs that have worked well and approaches that can be emulated towards establishing CoPs.

The lecture will also introduce social media and other online platforms and tools that facilitate building and managing communities of practice.

Use of case studies and examples is critical for delivery of this unit. Provide examples that the participants can study and relate to.

**Step 2: Guided group brainstorming (thirty minutes)**

In random groups voluntarily formed, request the participants to analyze the examples provided and discuss how the CoPs can work in their context and the necessary steps they can take towards building a CoP. This exercise is designed to enable the participants to identify any enablers in their institutions and networks that can facilitate the establishment of communities of practice and the resources available to promote online engagements.

**Unit 7: Emerging issues on a changing communication landscape**

Having introduced use of online platforms and how they can facilitate engagement among stakeholders, it is necessary that discussions are held on how evolving the online space can be and how to cope.

**Step 3: Interactive lecture (one hour)**

Using a PowerPoint presentation, engage the participants in an interactive lecture and plenary discussion on how the online landscape changes rapidly, how strategically use it by identifying where their target audience is situated, the infrastructure and capacity to handle the platforms.

This session is critical to enable the participants to understand the available options towards maximizing their use of online platforms and how to ensure they operate within the legal provisions.



Lunch Break!

## Session Seven: Winding up

After an intensive activity-filled three-day workshop, it is important to take some time to reflect on what has been covered and identify any lessons that can inform future workshops as you discuss next steps with the participants.

**Session overview:** This is the final session of the workshop that includes evaluation and closing. Facilitators engage the participants in a light exercise that seeks to collect feedback on their views of the training workshop, lessons learned, and next steps. Delivery of this session is through a facilitator-guided online survey and an interactive discussion

**Session duration:** One and a half hours

### Step 1: Online survey

#### Instructions:

This session requires all participants to have and use a laptop. Internet connection is also required.

Share a link to a previously developed online survey that contains questions that cover the following areas:

- The relevance of topics covered
- Time allocation for sessions
- Mode of delivery
- Venue and logistics

The survey should be designed to take no more than half an hour.

We recommend an online survey because it takes less time and analysis is easier and prompt.

After the evaluation survey, engage the participants in drawing out their planned action following the workshop.

This is then followed by issuing of printed posters of the implementation plans and issuing of certificates (if any)

Wrap up the workshop by providing details of your availability for any post-workshop support, your contact details, and options for follow up on the execution of the communication implementation plans.



End of training workshop!

## Annexes

### Annex 1: Pre-training assessment

Below is sample questionnaire for the pre-training assessment that can be tailored as needed:

Enhancing communication and engagement of African science granting councils with the private sector: A pre-training assessment	
<b>Thank you for taking a few minutes to participate in this pre-training assessment. We would like to ensure that your participation in the upcoming training is maximized and that we deliver a useful, customized learning experience that will respond to your needs and experiences. Your input is significant and will help us structure and deliver the training. Results from this assessment will be presented at the training. Thank you for your participation.</b>	
<b>Respondent Information</b>	
1. Age:	
	<input type="radio"/> <35 years
	<input type="radio"/> 35-50 years
	<input type="radio"/> >50 years
2. Sex:	
	<input type="radio"/> Male
	<input type="radio"/> Female
3. Country	
	<input type="radio"/> Botswana
	<input type="radio"/> Burkina Faso
	<input type="radio"/> Ethiopia
	<input type="radio"/> Ghana
	<input type="radio"/> Ivory Coast
	<input type="radio"/> Kenya
	<input type="radio"/> Malawi
	<input type="radio"/> Mozambique
	<input type="radio"/> Namibia
	<input type="radio"/> Rwanda
	<input type="radio"/> Senegal
	<input type="radio"/> Tanzania
	<input type="radio"/> Uganda
	<input type="radio"/> Zambia
	<input type="radio"/> Zimbabwe
4. Please indicate your job level	
	<input type="radio"/> Manager
	<input type="radio"/> Director
	<input type="radio"/> Chief Executive

<ul style="list-style-type: none"> <li>● Other (please specify)</li> </ul>	
5. Please indicate how long you have worked for your institution	
<ul style="list-style-type: none"> <li>● 1-5 years</li> </ul>	
<ul style="list-style-type: none"> <li>● 6-10 Years</li> </ul>	
<ul style="list-style-type: none"> <li>● 11-15 Years</li> </ul>	
<ul style="list-style-type: none"> <li>● More than 15 years</li> </ul>	
6. Have you ever received any training in communication?	
<ul style="list-style-type: none"> <li>● Yes</li> </ul>	
<ul style="list-style-type: none"> <li>● No</li> </ul>	
7. If yes, above, what kind of training?	
<ul style="list-style-type: none"> <li>● Formal academic training (leading to an academic certificate)</li> </ul>	
<ul style="list-style-type: none"> <li>● Non-academic training</li> </ul>	
<ul style="list-style-type: none"> <li>● On the job training (part of your job)</li> </ul>	
<b>Engagement with the private sector</b>	
8. Do you have any engagements (in an official capacity) with the private sector?	
<ul style="list-style-type: none"> <li>● Yes</li> </ul>	
<ul style="list-style-type: none"> <li>● No</li> </ul>	
9. If yes above, please indicate the frequency of your engagement with the private sector	
<ul style="list-style-type: none"> <li>● At least Quarterly</li> </ul>	
<ul style="list-style-type: none"> <li>● Biannually</li> </ul>	
<ul style="list-style-type: none"> <li>● Annually</li> </ul>	
10. What kinds of engagement do you have with the private sector?	
<ul style="list-style-type: none"> <li>● Agenda/priority setting</li> </ul>	
<ul style="list-style-type: none"> <li>● Joint project planning</li> </ul>	
<ul style="list-style-type: none"> <li>● Joint technical working groups</li> </ul>	
<ul style="list-style-type: none"> <li>● Monitoring and Evaluation</li> </ul>	
<ul style="list-style-type: none"> <li>● Other (please specify)</li> </ul>	
11. Please indicate ways in which you engage with the private sector	
<ul style="list-style-type: none"> <li>● Conferences and workshops</li> </ul>	
<ul style="list-style-type: none"> <li>● Roundtables and dialogues</li> </ul>	
<ul style="list-style-type: none"> <li>● Face to face meetings</li> </ul>	
12. Which channels do you use to communicate with the private sector?	
<ul style="list-style-type: none"> <li>● Phone calls</li> </ul>	
<ul style="list-style-type: none"> <li>● Newsletters</li> </ul>	
<ul style="list-style-type: none"> <li>● Email</li> </ul>	
<ul style="list-style-type: none"> <li>● Website</li> </ul>	
<ul style="list-style-type: none"> <li>● Skype</li> </ul>	
<ul style="list-style-type: none"> <li>● Videoconferencing</li> </ul>	
<ul style="list-style-type: none"> <li>● Publications (reports, briefs, flyers, etc.)</li> </ul>	
<ul style="list-style-type: none"> <li>● Social media (Twitter, Facebook, LinkedIn, YouTube, Slide share, Instagram, etc.)</li> </ul>	
<ul style="list-style-type: none"> <li>● Mainstream media (television, newspapers)</li> </ul>	

<ul style="list-style-type: none"> <li>• Vernacular FM stations</li> </ul>										
13. What internal barriers, if any, do you face in your efforts to communicate and engage with the private sector?										
<ul style="list-style-type: none"> <li>• Organizational policy and mandate</li> </ul>										
<ul style="list-style-type: none"> <li>• Organizational culture</li> </ul>										
<ul style="list-style-type: none"> <li>• Methodologies and approaches</li> </ul>										
<ul style="list-style-type: none"> <li>• Skills and capacities</li> </ul>										
<ul style="list-style-type: none"> <li>• Technology and infrastructure</li> </ul>										
<ul style="list-style-type: none"> <li>• Lack of resources (funding/staff/time)</li> </ul>										
<ul style="list-style-type: none"> <li>• Lack of interest</li> </ul>										
14. On a scale of 1-3 (where 1 is least important, and 3 is most important), please rate the importance of communication and engagement of private sector for your institution:										
<b>Training topics</b>										
15. How important are the following training topics for you?										
<table border="0"> <tr> <td></td> <td>Very</td> <td>Somewhat</td> <td>Not</td> <td>Not</td> </tr> <tr> <td></td> <td>Important</td> <td>Important</td> <td>Sure</td> <td>Important</td> </tr> </table>		Very	Somewhat	Not	Not		Important	Important	Sure	Important
	Very	Somewhat	Not	Not						
	Important	Important	Sure	Important						
How to identify and characterize your audiences										
Different tools and approaches to use										
How to work collaboratively online										
Know different communication channels and how to use them										
How to implement a two-way communication process										
How to structure and package your message										
How to monitor and evaluate your communication interventions										
How to initiate and maintain good working relations with the private sector										
How to use social media to enhance your corporate communications										
16. What other topics would you like the training to cover?										



17. Does your institution have a communication strategy?
<ul style="list-style-type: none"> <li>● Yes</li> <li>● No</li> <li>● I don't know</li> </ul>
18. If yes in 17 above, does it have a provision for engagement with the private sector?
<ul style="list-style-type: none"> <li>● Yes</li> <li>● No</li> <li>● I don't know</li> </ul>
19. If yes in 18 above, in your opinion, do those provisions support your engagement with the private sector?
<ul style="list-style-type: none"> <li>● Yes</li> <li>● No</li> <li>● I am not sure</li> </ul>
20. Do you have a dedicated office/officer for communication in your institution?
<ul style="list-style-type: none"> <li>● Yes</li> <li>● No</li> </ul>
<b>Social media use</b>
21. Do you use social networking sites?
<ul style="list-style-type: none"> <li><input type="radio"/> Yes</li> <li><input type="radio"/> No</li> </ul>
22. Which of the following social networking sites do you use?
(Tick all that apply)
<ul style="list-style-type: none"> <li><input type="checkbox"/> Facebook</li> <li><input type="checkbox"/> LinkedIn</li> <li><input type="checkbox"/> Twitter</li> <li><input type="checkbox"/> Instagram</li> <li><input type="checkbox"/> Other, please specify:  <input style="width: 150px; height: 20px;" type="text"/></li> </ul>
23. Roughly how long have you been using social networking sites?
<ul style="list-style-type: none"> <li><input type="radio"/> Less a year</li> <li><input type="radio"/> 1-3 years</li> <li><input type="radio"/> 3-5 years</li> </ul>

<input type="radio"/> More than 5 years				
24. Please indicate how often you interact with these categories of people using social networking sites.				
	<b>Daily</b>	<b>Weekly</b>	<b>Monthly</b>	<b>Never</b>
Close friends and family	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Co-workers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Researchers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Private sector	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Donors and funding agencies	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other science granting councils	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The general public	<input type="radio"/>	<input type="radio"/>		
25. Do you engage your institution on social media?				
<input type="radio"/> Yes				
<input type="radio"/> No				
26. If yes, above, how often do you engage your organization on social media?				
<input type="radio"/> Daily				
<input type="radio"/> A few times a week				
<input type="radio"/> Occasionally				
<input type="radio"/> Rarely				
<input type="radio"/> Never				
27. Does your institution have an official social media account(s)?				
<input type="radio"/> Yes				
<input type="radio"/> No				
<input type="radio"/> Does your organization have a dedicated person for social media management?				
<input type="radio"/> Yes				
<input type="radio"/> No				
<b>Thank you for participating in this pre-training assessment</b>				

## Annex 2: Training Program

Day One		
Session One	0830-0900	Welcome and introductions
	0900-0915	Expectations and Fears
	0915-0945	Overview of training program and approach
	0945-1000	Ground rules
	1000-1030	Pre-training assessment results
<b>1030-1100</b> Coffee Break		
Session Two	1100-1300	Unit 1: Introduction to Strategic communication
<b>1300-1400</b> Lunch Break		
Session Two	1400-1500	Energizer Unit 1 continued- Audience mapping
	1500-1630	Unit 2: Developing a suitable environment for leading and facilitating strategic communication
	1630-1700	Day one evaluation and wrap up
<b>1700</b> End of day one		
Day Two		
	0830-0930	Welcome and a recap of day one
Session Three	0930-1100	Unit 3: Designing appropriate strategic communication approaches
	1100-1130	Coffee break
	1130-1330	Unit 3 continued
	1330-1430	Lunch Break
	1430-1530	Unit 3 continued
Session Four	1530-1630	Unit 4: Tracking and embedding learning in your overall project/institutional focus
	1630-1700	Reflections, feedback, and wrap-up
	1700	End of Day Two
Day Three		
	0830-0900	Recap of day two
Session Four	0900 – 1000	Unit 5: Harvesting and capturing feedback
	1000-1030	Coffee Break

<b>Session Five</b>	<b>1030 – 1130</b>	Communications strategy- Group work on the implementation plan
	<b>1130-1300</b>	Presentation of draft communication implementation plans
<b>1300-1400 Lunch Break</b>		
Session Six	<b>1400-1500</b>	Unit 6: Collaboration: Understanding how communication can support a collaborative environment internally and externally
	<b>1500-1600</b>	Unit 7: Emerging issues on a changing communication landscape
<b>Session Seven</b>	<b>1600-1730</b>	Reflections, evaluation and wrap up
	<b>1730</b>	End of workshop